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ABSTRACT

Chapter One of this parent handbook was designed to introduce Title I, answer questions about the law and its intent, and describe the importance of parental participation in school activities. Chapter Two provides a basic understanding of how parents and teachers can work cooperatively to enhance children's education and underscores the importance of good communication between the home and school. Chapter Three describes the mechanics of Title I: implementation, funding, needs assessment, target selection, project design, monitoring, evaluation, and dissemination. Chapter Four defines and describes the Title I Parent Advisory Council (PAC) component and examines the structure and operation of such councils. The handbook is appended by a list of educational service districts in Washington State, a glossary of terms related to Title I, and examples of ideas and materials for Parent Advisory Councils prepared by school districts in Washington. (Author/MK)

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TITLE I

"An Opportunity for Growth."

A Handbook designed to INTRODUCE, INFORM, and INSTRUCT PARENTS ABOUT TITLE I

Dr. Frank B. Brouillet, State Superintendent of Public Instruction, Olympia, Washington

FOREWORD

As Superintendent, I am proud to share this new version of the Title I Parent Advisory Council handbook. I believe that this handbook will serve as a valuable resource for parents and school personnel alike in the formation and operation of Title I Parent Advisory Councils.

There is a great deal of evidence available to support the notion that parents are an absolutely vital link in the educational cycle of their children. The concept of parent involvement in education generally, and in Title I in particular, continues to be strongly advocated by this office.

I hope that you will find this handbook helpful. It has been designed with you in mind.

Frank B. Brouillet

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There are many reasons for developing a Title I Parent Advisory Council handbook; however, the biggest reason of them all and certainly the most important, is to improve the education of children . . . children in your local community . . . children across the state . . . and with no exception, children throughout the nation. In nearly every state within the U.S., Title I is reaching the educational needs of children. As the cover of this book illustrates, Title I is providing an opportunity for growth to thousands of children each year . . . an opportunity for educational growth. Understanding, involved parents will help maximize that growth.

This handbook will represent different things to different people. To some it will be a resource . . . to some it will be a helpful guide . . . and to some it will act as a reminder of the need for parents to become involved with their child's education. Again, a lot of things to a lot of people. However, some basic information should be given to those who read this handbook.

Chapter 1 is designed to give the reader a feel for Title I and the importance of becoming involved. It introduces Title I, answers some important questions and describes the importance of participating in school activities.

Chapter 2 should help give a basic understanding of how both the parent and the teacher can work more cooperatively and how important it is to establish good communication.

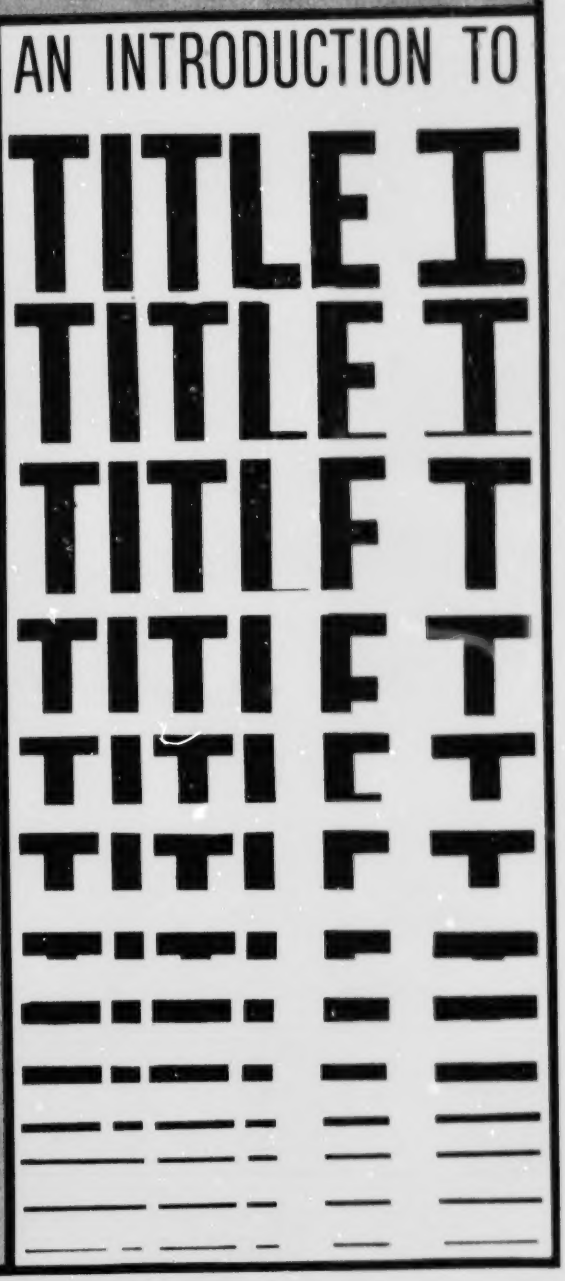
Chapter 3, will give you a feel for the mechanics of Title I . . . how it works in a school district . . . how project managers determine priorities . . . how Title I programs are studied for successful efforts and much more.

Chapter 4 gets into the real "meat and potatoes" of Title I Parent Advisory Council involvement. If you have been asked to be or are now a member of a Parent Advisory Council, then Chapter 4 is "must" reading.

A special note should be made about the section called "Tips and Tidbits". "Tips and Tidbits" contains examples of a number of ideas found around the State of Washington. Any or all of the ideas can be used by your local Title I Parent Council.

Again, this handbook provides only a basic insight into parent involvement and how that involvement relates to Title I. It should not be mistaken as a cure-all but should be regarded as a modest attempt to unify parent interest toward educating children.

An additional note — as you read along, you will notice some words underlined. Each word underlined is considered a new term that can be located in the glossary in the back of the book. Please, sit back . . . read . . . enjoy . . . and share in its intent.



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"Children have more need of models than of critics."

Selden

1

Take A Look Into
Title I
Why My Child
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Take A Look Into Title I

To many students, parents, teachers and administrators Title I is helping children . . . helping children to do better in school.

For some parents, Title I means an extra boost in helping their child learn to read. For some teachers, it is seeing each child served by Title I improve as each school day goes by. For some administrators, it means a chance to help children and improve the relationship between parents and the school. And for the children, it means a real chance to learn . . . a chance to get back on track with the rest of the kids.

Yes, Title I of the Elementary and Secondary Education Act of 1965 means a great deal to a lot of people. Since 1965, Title I has been effectively providing educational "assistance" to thousands of children nationwide. In Washington State, Title I is serving more than 50,000 children in over 280 school districts in reading, math and language arts programs.

Parents, teachers, administrators and especially students hope that Title I programs will continue to provide an effective means of meeting the needs of students throughout the State of Washington.

Why My Child?

The reaction of parents when first finding out about their child needing Title I service is often varied, if not downright extreme. "You can't blame Jimmy for not being able to read. It's that lousy school district that's responsible for my Jimmy's poor reading" or "Well that goes to show you, the teachers can't teach and the administrators can't administrate. If they could, my child wouldn't be in this mess" or maybe, "Other parents have no interest. What am I to do?"

Few children go through school without needing a little "extra" help with their studies. There are several reasons: children advance at different rates . . . some children have developed poor study habits . . . and for some, growing up — and learning at the same time are just plain difficult.

Whatever the reason, parents must keep in mind that their child, whether selected for Title I or not, is special and may in fact, require special assistance from time to time. So the question should not be, "Why my child?" but "What can I, as a parent, do to help my child?" Perhaps then the reaction may sound something like . . . "Well son, it looks like you need some help. Let's talk to your teacher and get down to business. Together we'll help you with your reading."

A Program For Everyone?

Often parents become disappointed when they ask the question, "Is Title I a program for everyone?" Why? Because the answer is "no", Title I is not for all students. Title I is especially designed to serve children who are having difficulty with basic skills . . . children who aren't quite performing at grade level in reading, math or language arts. In addition, children selected for Title I must be students who have the greatest need for assistance.

There is also another reason why Title I is not for everyone. The federal government requires that children be served first in school attendance areas with the greatest number of low-income families. Once the eligible school attendance areas have been selected, then the children who have the greatest educational need in those selected school attendance areas are served.

The Intent Of Congress

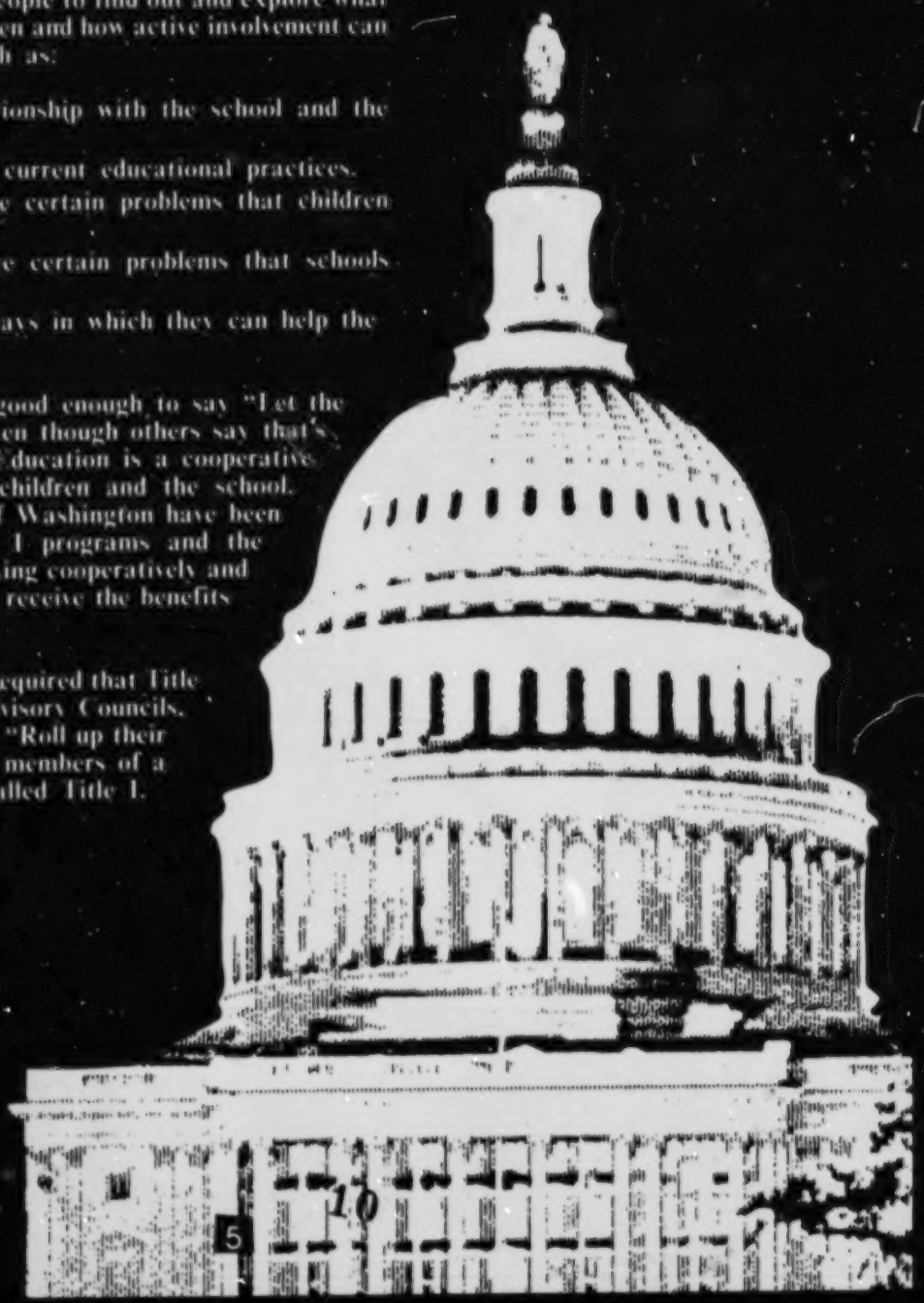
Stressing Involvement

Title I encourages parents to become actively involved. In a sense, Title I is another way to open the door for those who wish to have an active role in the educational process. It's a great opportunity for such people to find out and explore what Title I is doing to help children and how active involvement can result in other benefits such as:

- Developing a closer relationship with the school and the community.
- Informing parents about current educational practices.
- Helping parents recognize certain problems that children face.
- Helping parents recognize certain problems that schools face.
- Identifying for parents ways in which they can help the child at home.

For some parents it's not good enough to say "Let the school educate my child, even though others say that's what they're paid to do." Education is a cooperative process involving parents, children and the school. Parents across the State of Washington have been working to see that Title I programs and the educational system are working cooperatively and that the children ultimately receive the benefits of their efforts.

Since 1974 when Congress required that Title I programs have Parent Advisory Councils, Title I has urged parents to "Roll up their sleeves" and become active members of a unique and special team called Title I.



Being Involved

The sound of laughter vibrated through the halls of Lincoln Elementary School. It was in the spring and the school year had slipped away practically unnoticed, as school years usually do. And as always, Lincoln School swarmed like a colony of bees . . . each homeroom like a separate cell of busy, active and mostly talkative 4th, 5th and 6th graders.

The talk was mostly about the year's activities . . . the baseball games, the soccer games, the Christmas play and all the rest that both kids and parents take part in. It seemed that everyone had some story to tell or something to show. Yes, practically everyone with the exception of one. The name could be Jimmy or Susan or even Martha but for the sake of this story, we'll call the one that had no stories to tell, Billy.

Billy was in 5th grade. He was like all the other kids. He was well liked, he had a lot of friends, and he played baseball probably better than anyone in the school. However, the only real difference with Billy was that his parents didn't take the time to get involved with his school activities.

Billy's parents were busy most of the time. Billy's father was trying to establish a new business and Billy's mom, although she didn't formally work, kept busy being involved in community activities and taking care of household and family responsibilities. Both mom and dad simply left the responsibility of educating Billy in the hands of the school district.

There are far too many kids like Billy who do not receive at home the "school" attention they really need . . . needed attention due to the amount of time each child spends in school. Of course, Billy had all the toys and things that any kid could wish to have; however, Billy began to feel that he was missing something that a lot of kids had . . . involved parents.

Being involved with your child's school activities is an investment that money can never buy. The importance of involving yourself in your child's home and school activities can only be measured by the glowing satisfaction and love that is given and received.

Title I stresses parent involvement, not because it is the law or because it is fun to get together once in awhile, but because it is vital to a child's growth.

There are a lot of children like the one chosen for this story . . . children of all ages and backgrounds. In a sense, Billy is lucky. Billy has parents . . . parents that probably care very much but don't realize the necessity of becoming involved.

Getting involved with school activities is often difficult for hard working, busy parents. However, it's never too late to start. The rewards are of a very special kind.

"Get involved?" . . . "Who me?" . . . "I just don't have the time to spend" . . . "My kid is doing okay isn't he? Why bother with meetings?"

Sound familiar? The first step that any parent must take is realizing that the child needs help. It could be only a minor difficulty with reading or it may mean that the child needs more concentrated attention . . . attention that comes from being served in a program like Title I.

Remember that Title I is not for all students. Title I is a program that serves children who are below grade level in reading, math or language arts. Therefore, if you think that your child needs the kind of assistance Title I is capable of providing, then find out more about Title I and get involved. Start by joining the Title I Parent Advisory Council at the school your child attends. Joining a Parent Advisory Council will enable you to talk with other parents who have children in the program. In addition to joining the Parent Advisory Council, you have other rights and responsibilities.

Some rights

- Make an appointment to see your child's Title I progress records.
- Attend Parent Advisory Council meetings and voice your opinion.
- Know that all district, state and federal Title I information is available to you.
- Know that parents must be notified that their child is in Title I.

Some responsibilities

- Responsible for your child and the education he or she receives.
- Responsible for contacting the school if questions or concerns come up.

IN SUMMARY

Title I

- Title I helps children with basic skills.
- Title I began through the Elementary and Secondary Education Act of 1965.
- There are 280 school districts that have Title I programs in Washington State.
- Over 50,000 students are served by Title I in Washington State.
- Title I is not for all students.
- The "greatest in need" students are served by Title I first.
- Students must be below grade level in either reading, math or language arts in order to be served by Title I.

Intent of Congress

- There are many benefits that result from active parent involvement in education.
- Education is a cooperative process involving parents, children and the school.
- Congress requires Title I Parent Advisory Councils and urges parents to "roll up their sleeves" and become involved in Title I Activities.

Involvement

- Joining a PAC will enable you to learn and talk with other parents that have children in the program.
- Every parent has some rights and responsibilities. (See page 7 for review.)
- The first step for parents is realizing that their child needs help.
- The second step is joining a Parent Advisory Council. (Members are elected.)
- The Parent Advisory Council gives each parent a chance to voice an opinion.

2

What Parents Can Do
What the Title I Staff Can Do
Home Activities

A Special Partnership

A very special and unique feature about Title I has been the involvement of parents in the education of their children. Parents are the primary educators of their children and their involvement is the cornerstone of a successful Title I program. This partnership is particularly important in the education of a child who needs Title I services and is necessary for the following reasons:

- **Parents probably know the strengths and limitations of their child better than anyone else. Parents can help the Title I staff understand and plan for their child.**
- **A joint family/teaching staff effort is essential for developing the best program for the child and for ensuring that the child gets the maximum benefit from the Title I program.**
- **Making your child's experience with Title I a successful one can have positive effects on your child's schooling now and in the future.**

Helping Your Child

As parents, you can help in your child's education in a number of ways both at home and in the classroom. Remember, you are the first and most important educators of your child. You can start by reviewing the following steps:

Step

You are a tremendous influence on your child's behavior. You must recognize this because what you do makes a difference. Participate in your child's learning by: showing interest and pride in his or her accomplishments, offering encouragement and guidance when he or she meets with a difficult task, selecting and demonstrating skills he or she needs to learn.

Step

Meet and get to know the staff working with your child in Title I. Share with them appropriate information about the family's daily routines. They will have a number of questions to ask you but providing information will give them a better understanding of how best to help your child.

Step

Talk with and seek guidance from those helping your child in Title I. If you are not sure how to use certain teaching skills or materials at home, seek help from the Title I staff. Do not always wait for them to come to you; go to them and ask questions.

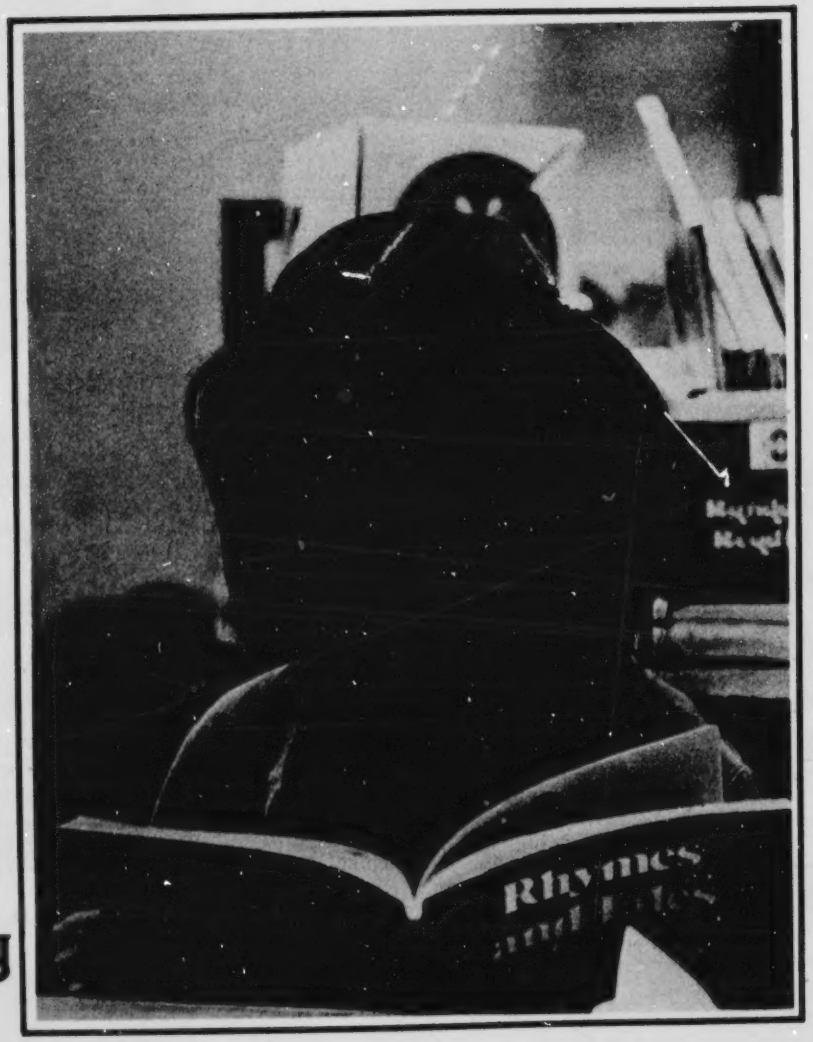
Laying the Foundation

You can help both your child and the Title I staff by preparing your child for the Title I program. Request a visit to the room where your child receives Title I help and introduce yourself to the Title I staff members. Encourage your child to have positive feelings about the Title I help they are getting. While at home, discuss with your child the activities that take place during school. If he or she is having trouble in reading, for example, try to prepare him or her for the next day by going over any assignments that were handed out. A little bit of school at home and a little bit of home at school will help your child feel more comfortable in both environments.

Extra Effort

The young child learns from different experiences and by trying things out. For the parent who has a child in a Title I program, it is necessary that the child be involved in related activities at home. Any task that you can give your child that will help with improving his or her academic weakness will be beneficial. For example, you might ask your child to read and make suggestions about the shopping list before you go shopping. This can help your child improve her or his reading. If math is a problem, checking and adding the prices that you have written down can help show a relationship between math in the classroom and how it is applied in everyday life.

At times you may feel at a loss and need help in understanding certain methods or materials that are used in the Title I room. Don't hesitate to ask the Title I staff for help or for help in figuring out ways to work with your child at home. Try to talk frequently with the staff in terms of class activities and even behavioral problems if they exist. Find out what the Title I staff does. Ask to see for yourself how he or she actually does it in the classroom. Describe to the Title I staff the methods you use to help your child at home. Perhaps they will have some helpful suggestions.



Understanding What Your Child Needs To Learn

Parent Contact . . . There's A Real Plus For All

Schools and the Title I staff can establish a line of communications with the parents that can be effective and meaningful. As a Title I staff member, try to determine the individual communication needs that the parent requires. Some helpful hints might be:

- Describe the Title I program and invite parents to observe the classroom. Review the child's short and long-term goals with the parents.
- Remind the parents that they are welcome to observe classroom activities at any time and that an open channel of communications is necessary to their child's learning process.
- Make contact with the parents as often as you can. Visits, phone calls, notes, and sending children's projects home with them can help parents see the skills their child is learning.

There are several ways to communicate with the parents. The most useful and effective way is usually the one that is most comfortable for the parents.

Know the Family's Limits

It's important that you, as a member of the Title I staff, get to know the parents well enough to understand the personal limits they face. There is just so much a parent can do for her/his child. Make sure that the suggestions or materials given to the parents are easily understood and conveniently included in their home activities. Try to help parents plan exercises that will benefit the child while at home.

At times it may be difficult to reach parents. Single parents and parents with long working hours may have little or no free time. Try to accommodate parents as often as you can by arranging conferences and even home visits. Their limited participation may not indicate a lack of interest for their child . . . that is to say, the quality is the key, not simply the quantity of their participation.

Success and Mistakes

For every child, success and making a mistake are two experiences that are sometimes difficult to handle. And for the Title I staff, reporting both success and mistakes to the parent can be even more traumatic. However, reporting to the parent is not only important, but is required by Title I.

Success and making mistakes should be given equal weight. In other words, showing the parent nothing but gold stars will not help the child improve. By the same token, neither will emphasizing just the negative side of things. Experiencing both success and mistakes is important to the child. Taking the opportunity to explain to the parent both positive and negative experiences the child has had can result in improving the child's skills as well as the child's attitude toward self. In addition, positive results are enhanced when the steps which the staff plans to take to correct the mistake are included in the discussion.

Rapport . . . Rapport . . . Rapport

The dictionary defines the word rapport as "a close relationship" . . . "an agreement" . . . "harmony". Establishing rapport with the parent is a necessary ingredient to the success that the child experiences. The relationship that develops between the parent and the Title I staff must be a kind that produces a harmonious and close partnership. It must be a relationship of trust and confidence. The Title I staff must believe that the parent will take an interest in the child's education and the parent must maintain a trust in the staff as professionals, capable of appropriately directing the child's education.

It is most important that rapport between parent and Title I staff be established and maintained. In the long run, the benefits for the parent, the staff, and the child will be worth the effort.

A Daily Routine

Many of the things you do at home can be used to help your child improve at school. For example, help your child read as often as you can . . . while shopping, in the kitchen, out camping, or by watching television. Show and tell your child how words are spelled and pronounced. Make reading a habit at home . . . not just a school activity. Show how math is used at home, too . . . for measuring, buying, and for budgeting. There are hundreds of ways to help your child during the time spent away from school. Again, ask the staff for other suggestions.

Children who are having difficulties at school need stimulation from people around them. A good and simple way to achieve this is for you and other members of the family to talk to the child about what you are doing as you do it and to listen to and encourage your child to participate with you. For example, sit down and practice by reading sentences first and then allow the child to read along with you. Try this method with brothers and sisters (if any) who are capable of providing assistance.

The important thing in helping your child at home is to make the experience enjoyable. If a child finds learning is part of the daily routine at home that he/she enjoys, then more than likely a child will enjoy the learning activities at school.

Home Activities

Learning activities at home should be as enjoyable as possible for you and your child. Ask the staff to suggest things that can be easily built into routine activities at your home. If the suggestions are too hard to carry out, then you may have to explore changes or a different way. On the other hand, if you are willing to take a more active instructional role at home, then ask for suggestions about helping with home work and/or extra things to do. Talk with the Title I staff about what you would like to do with your child and about what the child likes to do at home. Home activities can be learning opportunities.

Fostering Self Confidence and Independence

Help your child to develop the confidence to become as independent as possible. It's tempting for all of us to do things for children that they could do on their own, since we can do them faster and better. Independence helps children feel good about themselves. Feeling good about themselves seems to improve their ability to get along with others.

If your child is fearful of attempting new or difficult tasks, for example, you may not be able to resist the temptation to do the assignment or task for him/her. Doing so, however, is a disservice to your child. One of the best ways to learn is to try to do it yourself. You might ask the teacher to suggest ways you might help to foster self-confidence and independence.

Praise and Encouragement

We all benefit from honest praise . . . children as well as adults. Praise program staff honestly for their efforts with your child and ask them for feedback on your work with the child. Remember also to praise your child's achievements. For some children, even small tasks can take a lot of work and time to accomplish and master. Every achievement represents real progress and deserves sincere praise.

Also, praise the child for trying even if failure or mistakes result. Continued effort is essential, and repeated steady authentic praise will help the child to keep on trying.

It is important, however, that your praise be honest and that your child has done something to earn it. Every child is good at recognizing insincerity. If you praise your child at times when she or he has not been trying or has not mastered something, the youngster will be confused and will not understand what your expectations are.

Ask the teacher to share ideas with you. Everyone should understand how the child is doing and share pleasure at the child's progress.

IN SUMMARY

Partnership

- Parents can help the Title I staff to understand and plan for their child.
- A joint family/staff effort is essential for developing the best program for the child.
- Parents are the primary educators of their children.
- Making your child's experience with Title I a successful one will have a positive effect on your child's school years to come.

What Parents Can Do

- Parents can help their children at home and at school.
- Parents can help prepare their children by helping them to feel comfortable in the classroom and by going over assignments at home.
- At home, parents can develop a routine involving family members that will help the child learn.
- Parents should ask questions and seek assistance from the teacher.
- Both parents and the Title I staff should establish a line of communication.

What Teachers Can Do

- Staff should use a method of communicating with which parents are comfortable.
- Staff should understand the family's limits and accommodate their needs.
- A harmonious relationship must exist between parents and the teaching staff.
- The parent/staff relationship must be a relationship of trust and confidence.
- Reporting progress to parents is required by Title I.
- Reporting both positive and negative exercises to parents will result in improving the child's skills as well as the child's attitude toward self.

Home Activities

- Learning at home should be enjoyable for you and your child.
- Talk with the Title I staff about what you would like to do with your child at home.
- Help your child read as often as you can.
- Show and tell your child how words are spelled and sounded.
- Help your child become as self confident and independent as possible.
- Children learn best if they do it themselves.
- Parents can ask teachers to suggest ways to help foster independence in children.
- We all benefit from honest praise . . . children as well as adults.
- Praise your child's achievements. Every achievement represents progress and deserves authentic praise.

The
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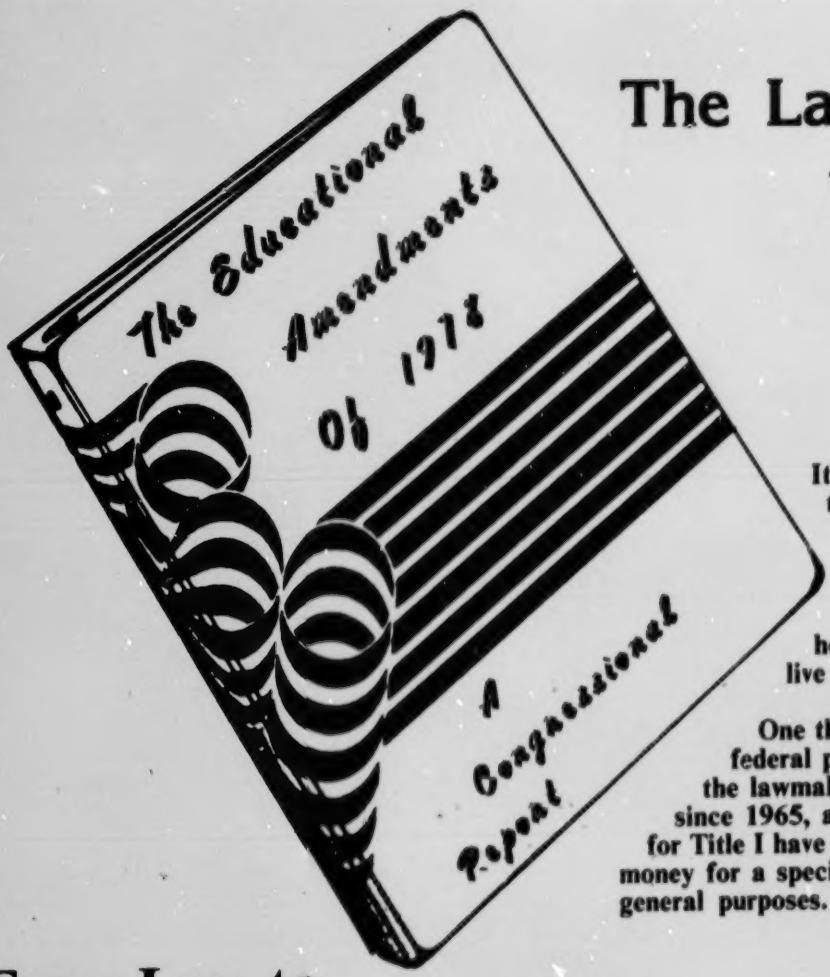

The Law of the Land

It's no secret, especially to a parent, that our daily lives are affected by the laws that are written in our nation's capital. Naturally, we feel that some of the laws are good and some not so good. Good or bad, however, we all attempt to accept and live within those laws as best we can.

One thing is certain, Title I has not been a federal program that has managed to escape the lawmakers' pen. Title I has been operating since 1965, and since that time, the laws written for Title I have required school districts to spend the money for a specified educational reason, not just for general purposes.

From Law to Rules and Regulations

From time to time, the laws written in this country are changed or amended. And each time a law is amended, so are the rules and regulations explaining or expanding that law.

Rules and regulations are like contracts . . . they are simply an outline of all the requirements necessary to operate within the purpose or intent of the law. The last time the Title I law was amended was in 1978. That amendment is referred to as Public Law 95-561.

Every year, each school district in the State of Washington must operate its Title I programs according to Title I Rules and Regulations. The rules and regs, as they are commonly referred to, give direction to those responsible for operating Title I programs. Just as a mechanic must have a repair manual, so must a Title I director have access to a copy of the Title I rules and regs.

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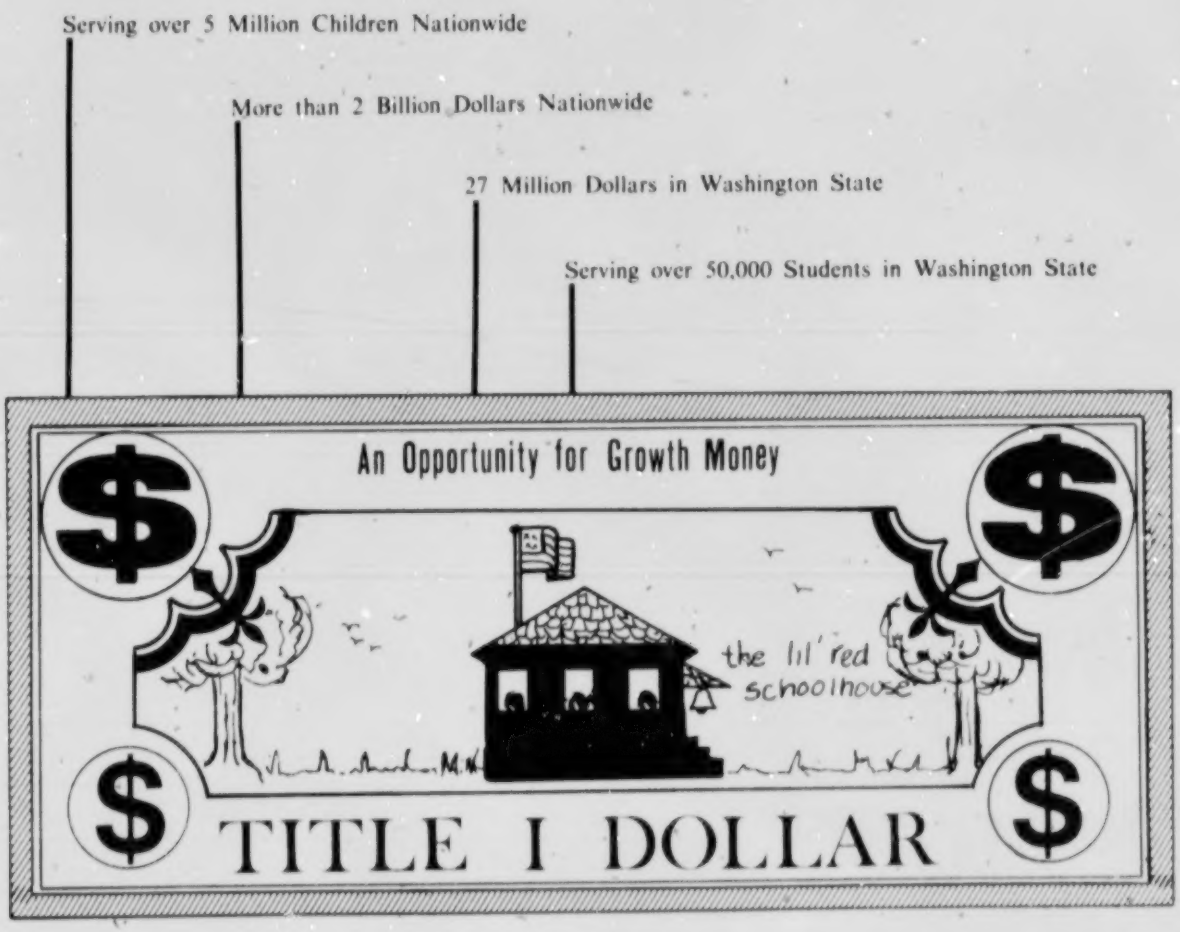
THE DOLLARS AND CENTS OF IT

Most of us would agree that the words in the song "Love Makes the World Go Round" are a bit unrealistic. We all know, especially parents, that money is what really makes our world "go round" and that buying groceries with a hug and a kiss is not, at least in most stores, an acceptable substitute for money.

The point is that the dollars and cents of Title I are just as real as the money you give the grocery clerk. It is money that must be handled just as carefully as you handle your own. Setting goals for your money, creating a budget for your money and carefully accounting for your money are all steps that apply to Title I as well.

There's a lot of money spent on Title I. In fact, in school year 1978-1979, the cost to the federal government was more than 2 billion dollars. In Washington State alone, the amount was more than 27 million dollars. Title I dollars reach many children . . . over 5 million nationwide.

The money is not given to school districts without some strings attached. Like anything else, there is a process that must take place. This process of receiving Title I funds is often referred to as the application process. Each school district wishing to receive Title I money must complete a state application, and the state in turn, must apply to the U.S. Office of Education in Washington, D.C. Individual school districts as well as the state must assure the federal government that the funds they receive will be spent in accordance with the law, the regs, and their own application.


Serving over 5 Million Children Nationwide
More than 2 Billion Dollars Nationwide
27 Million Dollars in Washington State
Serving over 50,000 Students in Washington State
An Opportunity for Growth Money
the lil' red schoolhouse
TITLE I DOLLAR

Which School Districts Are Eligible to Receive Title I Funds?

In educational terms, a school district is referred to as a Local Educational Agency (LEA). The federal government says that any LEA (school district) that is located in a county with at least 10 children within one or more of the several categories listed below is eligible to receive Title I Funds.

Category 1 . . . "Children in families with an annual income below the poverty level."

Category 2 . . . "Children in families with an annual income above the poverty level who receive Aid to Families with Dependent Children (AFDC)."

Category 3 . . . "Children in local institutions for the neglected and delinquent including children in correctional institutions."

Category 4 . . . "Children living in foster homes and being supported by public funds."

Recapping, any county with at least 10 children in one or more of the four categories is eligible to receive Title I funds. If you think about it, there are few, if any, counties in the U.S. that would not have at least 10 children fitting into one or more of these four categories.

How Much?

Every county in the State of Washington is eligible for Title I funds. However, the amount of money that each school district receives is not always the same. First, the federal government uses statistics to determine how much money each county will receive in the State of Washington. Second, the State of Washington then determines, through a mathematical process, how much each school district will receive. Most of the figures used by both the federal government and the State of Washington are based on the numbers of children from low-income families.

One important thing should be kept in mind. There is only a certain amount of money to go around. When the federal government distributes the money to the states, it is the number of low-income children within each county who make the difference, not the number of low-income children in each school district. One very important piece of information to be aware of is that a child need not come from a low-income family in order to receive Title I services. Any child that meets certain eligibility requirements can participate. We'll learn more about student selection later.

When all the necessary procedures are completed and assurances signed by the school district, a grant award is sent from the state. The grant award allows each shool district to spend its share of Title I dollars.

Later in this chapter, you will see how districts plan and budget their Title I funds.

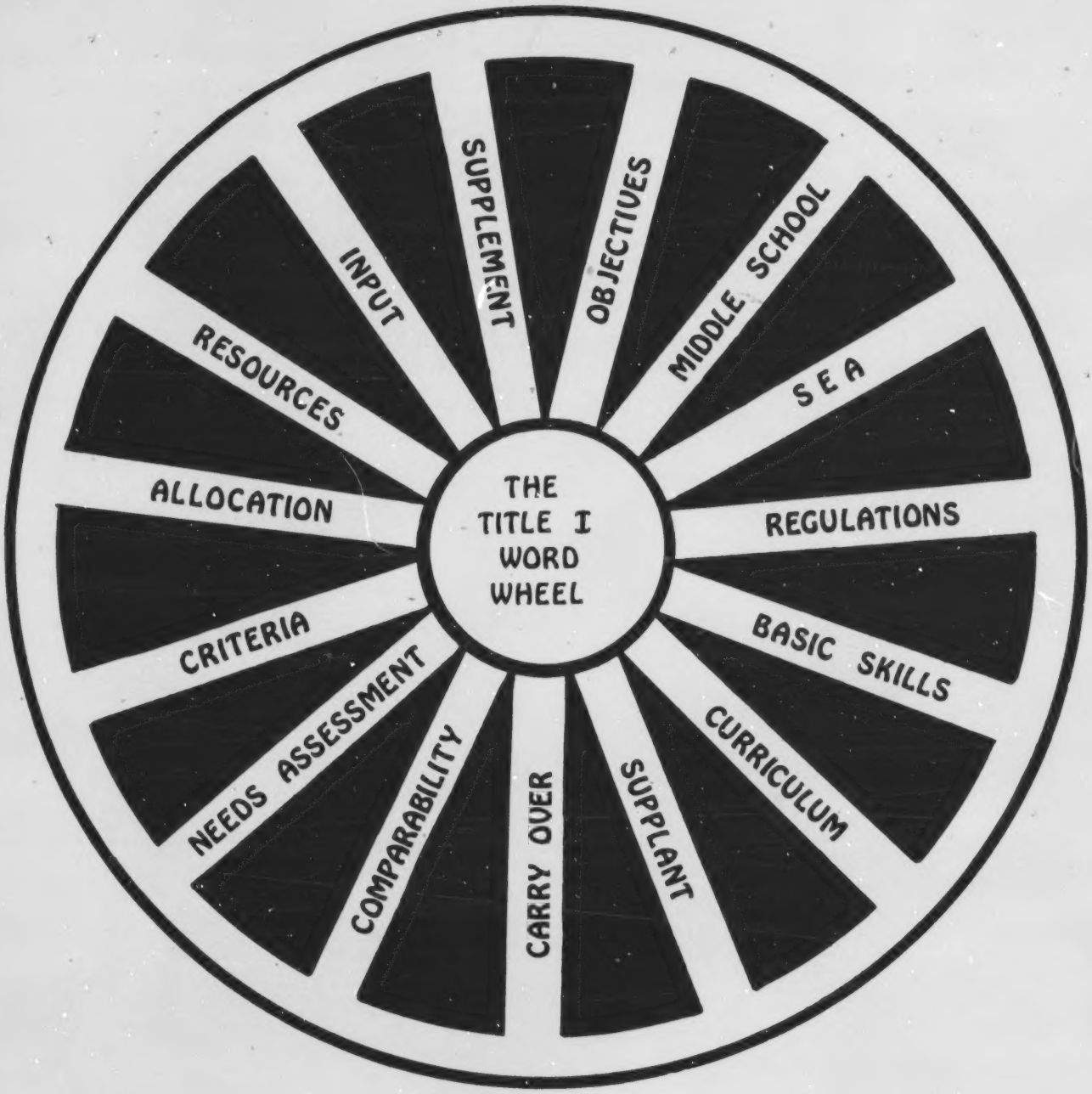
Private School Involvement

Title I regulations require that local public schools must also provide special educational services for educationally disadvantaged children enrolled in eligible private schools. Eligible students are those who attend private schools and who reside in an eligible public school attendance area. It is further required that these services be comparable to those provided to public school students. The rules and regulations suggest several ways these services may be rendered, including participation in supplementary reading and math programs and use of mobile instructional services and equipment. The rules do not, however, require a district to follow any one particular method.

The law further requires that private schools must be represented in planning for Title I activities. This means that each local school advisory council should have as part of its membership at least one representative from the neighboring private schools, if a private school exists in the eligible attendance area. However, the private school may choose not to participate in the planning and/or the Title I program. The public school must have on file each school year a statement to this effect from the private school.

To review, there are two basic conditions that identify eligible private students:

- They must live within the designated eligible attendance area, and
- They must be educationally disadvantaged according to the criteria established by the local school district.



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Needs Assessment

A typical parent advisory council meeting concerning the needs assessment may sound something like this . . . "Well, my child doesn't read very well and I'd like for her to improve." . . . "No, I don't feel that reading is the real problem, it's math." . . . "My child can't write worth a darn, and I'd like to see our program concentrate on language arts."

It seems that at times everyone has a different idea about how and what kind of service the Title I program should offer. The question that parents should immediately ask, but most often do not, is, "What are the real needs in our school district?" Remember that there is only so much money to go around. What it boils down to is that the Title I program more than likely will not be able to meet all the needs of every child who can use Title I help.

The major purpose of the needs assessment is to determine exactly what the needs are in the school district. Priorities are then identified and the areas of focus are selected. There are many ways to "run a needs assessment." Some of the ways are:

- To review test scores of children throughout the district.
- To review the student learning objectives on each child.
- To survey teachers, parents and students.

Now let's look at the way two districts chose to "run a needs assessment."

CASE STUDY 1

District "A"

For several years, School District "A" had good math students. But as the years went by, the good math students graduated and the math program began to experience problems. For some reason, students weren't doing well. Teachers complained and parents were getting upset. The most serious problem seemed to be in the 7th, 8th and 9th grades. How did the district find out about its troubles? — by "running a needs assessment." Teachers filled out a survey, parents were asked questions, and all children in the school district were given a standardized test. The result . . . poor math achievement in the middle grades was verified. In an attempt to improve student performance it was decided to start a Title I math program in two of the three eligible school buildings.

CASE STUDY 1

District "B"

All of the teachers, parents and school administrators in School District "B" were concerned about providing the best education for their children. They met often, the parent/school relationship was excellent, and the students all seemed to be doing well. Traditionally, the district had experienced little change but in recent years, new industry and businesses were developing. Along with that growth came new families and their children, and along with the children came a drop in math and reading performance scores. That is to say, the new children weren't doing very well in reading and math.

Again, like School District "A", School District "B" pinpointed its problems by conducting a needs assessment. They too, tested children, surveyed parents and questioned teachers in the district. If it were not for the needs assessment, the problems of School District "B" might have gone unnoticed.

Target Selection

Selecting the exact schools to be served by Title I is like aiming a rifle and zeroing in on a target. The Title I manager uses ammunition of a different kind but the end result must be in the form of a bullseye or a "targeted school".

Target area selection of school buildings is too complicated to deal with in this handbook; however, a basic outline of the purpose of target area selection should help you understand why some schools receive Title I funds and some do not.

Let's first understand the why of it. Title I programs in Washington State are designed to serve children who are below grade level in reading, math and language arts. In educational terms, students who need Title I service(s) and are below grade level are referred to as "educationally disadvantaged children". It's best not to let the term "disadvantaged" bother you; the phrase is an attempt to describe the focus of Title I as a whole. It doesn't mean that your child will go around for the rest of his/her life with the words "educationally disadvantaged child" carved into his or her forehead. Seeing that Title I serves children who are below grade level guarantees that only those children who need special services in order to improve their basic skills get Title I help. Title I funds are not to be used for general purposes.

One aspect of target area selection which confuses parents (and educators too) is the use of "low-income statistics" to select school buildings to be served by Title I. The use of low-income statistics does not immediately pinpoint a child from a low-income family as being an "educationally disadvantaged child"; or that an "educationally disadvantaged child" automatically comes from a low-income family. The real intent of Title I is to concentrate Title I dollars. In order to do that, an income factor is used to determine eligibility.

Target area selection is, therefore, designed to pinpoint school buildings having the "highest concentration" or number of children from low-income families. The buildings selected for Title I receive "extra money" or "additional support" designed just for Title I qualified students. Remember, qualified students are those achieving below grade level in reading, math and language arts. Keep in mind that Title I money is "above and beyond" and does not "take the place of" school district funding. The additional support of those "extras" we talked about may mean allowing the LEA to hire special reading teachers or to buy more books and supplies designed especially with Title I students in mind.

Let's try to look at target area selection in the following way . . .

- School "A" has more students from low-income families than School "B" and is therefore selected for Title I services.
- Jimmy attends School "A" but doesn't come from a low-income family.
- Jimmy is reading below grade level in reading and is therefore eligible to receive Title I services.
- Susan attends School "A". Although Susan comes from a low-income family she is an excellent student performing above grade level and therefore is not eligible for Title I services.

As you can see, the children in the buildings selected for Title I services may come from low, middle and high income families. However, any building selected for Title I services must be a building with an above average number of low-income children. Once building selection is completed, educational need is the watchword for selecting participants, and income is forgotten.

Target Selection

. . . continued

Now let's review the steps that a Title I manager must take to successfully identify a school building for Title I service.

The First Step . . .

The Title I manager must list all of the schools according to grade span; for example, kindergarten to sixth grade (K-6) . . . seventh grade to eighth (7-8) . . . and ninth to twelfth (9-12). (There are a number of alternative groupings that school buildings fall into, this is but one example).

The Second Step . . .

Once the job of listing all of the buildings by grade span is completed, the Title I manager must choose from six methods that can be used to select a building for Title I services. The six methods are . . .

- Grade Span Grouping
- No-wide Variance
- The 25% Rule
- The Continuation Rule
- The School Wide Project Rule
- The Educational Deprivation Rule

As stated before, low-income statistics are used to select buildings to be served by Title I. The most common statistics used are:

- AFDC (Aid to Families with Dependent Children) statistics
- Free and reduced price lunch information
- Census data

At times it seems that selecting the right building is like playing a game of chess. The rules must be read very carefully and the game can get complicated. As a parent, it is primarily important for you to understand that the buildings with the highest concentration of children from low-income families are the buildings that end up being eligible for Title I funds. The glossary in this book will have definitions of all six methods used for target selection and the low-income statistics that are used. Your local Title I director can explain the method used by your district and why it was chosen over others.

Why Comparability?

Title I is intended to provide services "above and beyond" those normally provided by local school districts. To ensure that this guideline is followed, school districts are required to submit an annual report to the Superintendent of Public Instruction indicating that an equal amount of local funds is spent in Title I schools when compared to non-Title I schools. The report compares the general fund expenditures of each Title I school with the average of non-Title I schools for instructional costs, with primary emphasis on the number and salaries of the instructional staff.

Project Design

Readin . . . Ritin . . . Rithmatic

Early in this chapter we discussed the dollars and cents of Title I and emphasized the fact that there is just so much money that can be handed out to school districts. Two billion dollars may sound like a lot of money, but those dollars are serving over 5 million children nationwide. There never seems to be enough money when it comes time to design a Title I program. As one administrator said, "We have more kids who could use the help than we have the bucks to go around." Unfortunately, his statement is most often the rule and not the exception. Regardless of the shortage of money, however, the job must get done.

There are many things that the school district must consider before designing a Title I project . . . such things as:

- Considering the amount of money that is available.
- Reviewing the needs assessment to find out which grade levels and how many students need Title I services.
- Reviewing the needs assessment to find out which basic skill needs maximum attention.
- Reviewing the existing resources that are available.
- Receiving input from parents, teachers, and administrators.

In other words, the school district must do its homework, too. Once the homework has been accomplished, then it is time for the school district to start designing the Title I project.

Many times an LEA will find that Title I reading, math and language arts services are needed in all of the schools within the district. The needs assessment and comments from the teachers may indicate that a good many children need help in all three areas. However, there may not be enough money to go around and in this case the LEA must determine which schools need the service most. Unfortunately, because of the lack of money, some schools may be left out of the program. In other cases, the LEA may determine that there is enough money to serve all of the schools. Whatever the case, decisions must be made to serve the children with the greatest need in the most effective way possible. When designing a Title I program, the saying "don't spread yourself too thin" really applies. It may not be a wise decision to try to do too much with too little. It may be better to serve fewer students and do it well, than to attempt to serve too many.

Project Design
. . . continued

Each school district designs its Title I project a different way. However, some of the steps commonly used are to:

- Select the schools eligible to receive Title I services.
- Identify which basic skills will be provided.
- Figure out how many students can be served.
- Determine which grade levels can be served.
- Determine how many class periods are available to provide the service.
- Determine how many teachers and aides are required to serve the students.
- Figure out the amount of books and other supplies necessary.

Those are the basics in designing a Title I project. Of course, there is much more. In Chapter 4 we will try to answer the question, "How can I, as a parent, really help a school district design a Title I program?" There is a way you can really help.

Now we will examine some case studies. All three case studies differ from one another to show how designing a Title I project varies from district to district.

CASE STUDY 2

District "A"

Bill Smith is Title I director for District A. After reviewing the amount of money that his school district has been allocated, Bill finds that this year's budget looks a little better than the year before. District A will receive $10,000 more than it did last year. Bill's first thought is, "We ought to be able to expand our program this year and hire that math teacher we need." For several years, Bill has been running a Title I program that offered only reading. Being a smart Title I manager, Bill was always aware of the amount of money and resources that he had available to run a program. He knew that trying to serve too many children might "spread the program too thin", and end up jeopardizing the education of the children served. After going through the necessary steps and doing his homework, it becomes time to ask the members of the Parent Advisory Council their opinion. It turns out that the parents are pleased with news about the increase in money and after asking several questions, agree to accept Bill's idea of hiring the new math teacher and starting to serve students with Title I funds who need help in math.

Project Design

. . . continued

CASE STUDY 2

District "B"

Dave Roberts is Title I director for District B. Although Dave also experienced an increase in his Title I budget, he has a different set of decisions to make. Even though District B is much larger than District A, the increase in money is not enough to handle the expense of starting a new program in the district. With salaries and the cost of books going up, Dave finds that it is necessary to use part of the money to replace old Title I equipment, part for buying some new supplies, and the rest for increase in salaries for the staff.

Once having made the difficult decision about what to do with the money, Dave then presents his ideas to the Parent Advisory Council for their advice and recommendations. Find out on page 51 about the reaction of the parents when Dave made his presentation.

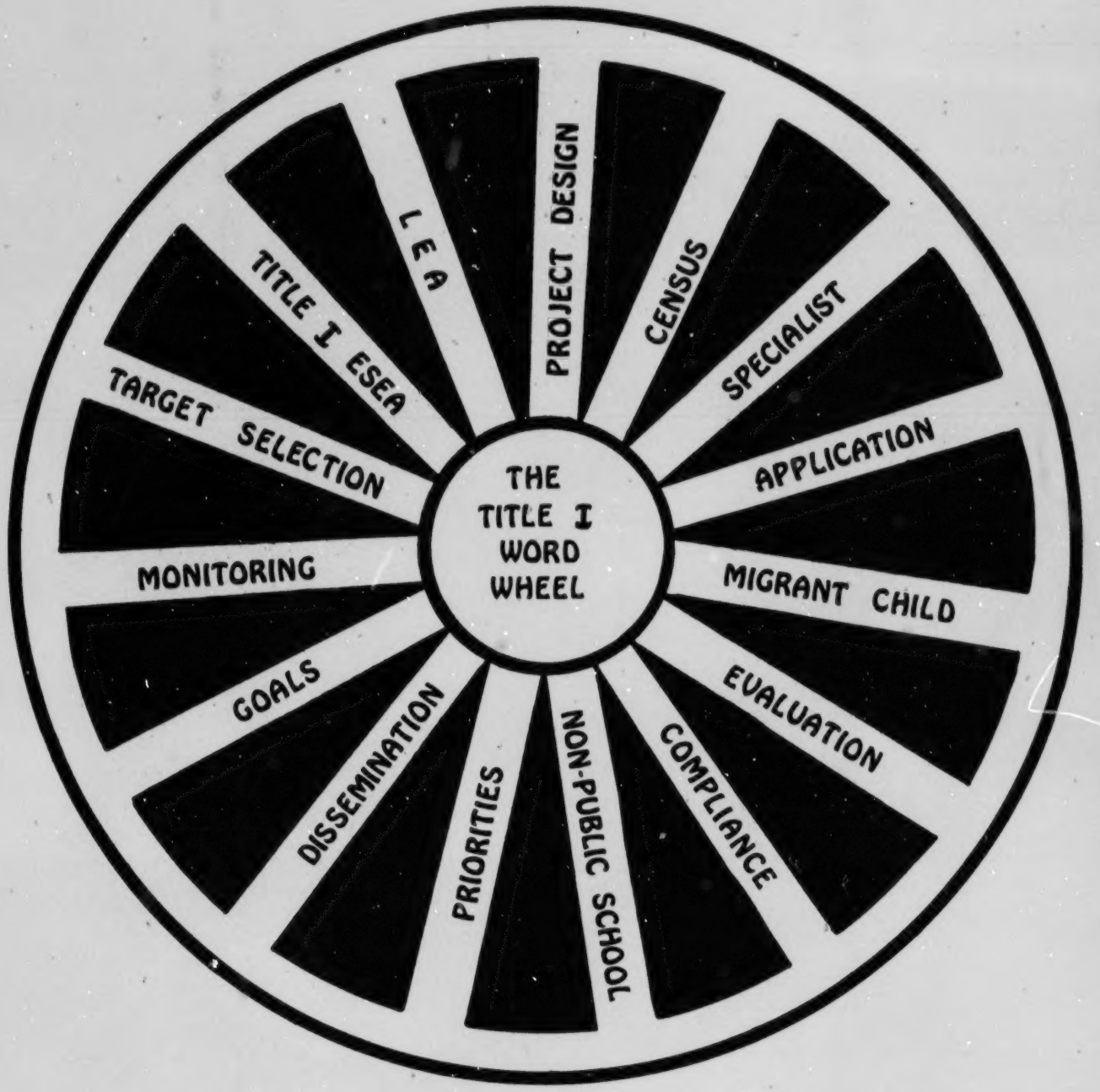
Both programs are doing the job and a good one at that. However, each district has a different set of circumstances that must be reviewed carefully by the school district and by the Parent Advisory Council.

CASE STUDY 2

District "C"

It is time for Mary Richards, the Title I director, to find out if Title I can serve the children in District C more effectively. Mary is new to her job and after reviewing the program, is a little dissatisfied with the way the program has been operating. Mary is smart and knows that communicating with the Parent Advisory Council is the first step she should take. Upon doing so, she finds that most of the parents are upset with the kind of service that has been provided in the past. In fact, they feel downright hostile. Soon, Mary finds that the parents feel the reading scores in the district are fairly high and that "most of the kids in the lower grades couldn't work a math problem if their lives depended on it."

After reviewing the test scores and talking with the teachers, Mary agrees with the parents and begins working on the problem. After reviewing the budget, determining the grade levels to be served and going through the necessary steps, Mary presents her ideas of developing a math program in the elementary school to the Parent Advisory Council. This was a tough decision to make for both Mary and the parents, but in the long run, the parents and the school felt it was best for the education of the students because their need was greater in math.



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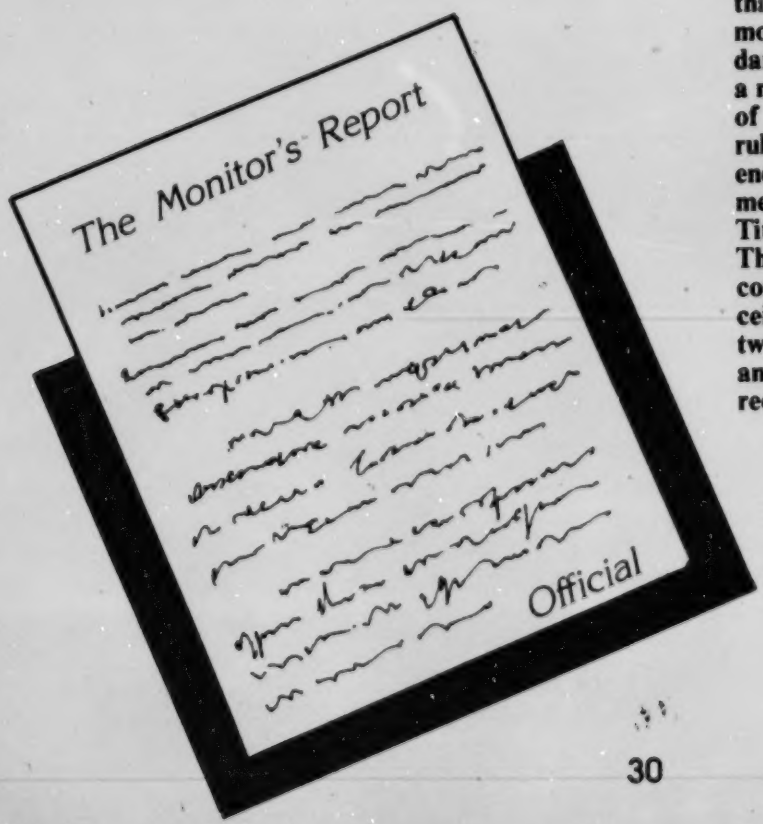
Monitoring

How Come?

It is certain that as a member of the Title I Parent Advisory Council you will be introduced to, and become familiar with, the term "Monitoring". It's also certain that sooner or later the state or federal monitor will visit your school district's Title I program. The monitor's job is to help school administrators identify problems they may not be aware of . . . sort of a housekeeping chore. The old rumors about monitors with beady eyes, antenna-like feelers, radar for ears who are seen sneaking around hiding in school room closets just aren't true.

In all seriousness, the monitor tries to help answer the questions, "Is our school district in compliance with the rules and regulations of Title I? . . . Is our Title I program operating exactly the way we intend it to? . . . Are we doing what we said we would in the application?"

The Title I Office of the Superintendent of Public Instruction in Olympia, Washington, determines which school districts will be monitored each year. Normally, the state monitors try to monitor one third, or 90, of the 280 Title I programs in the state annually.



The monitors usually spend a full day asking questions. The set of questions that a monitor uses is called the monitoring standards. These standards have been carefully reviewed by a number of Title I experts and consist of questions that deal only with the rules and regulations of Title I. At the end of the day, the monitor usually meets with the superintendent and the Title I manager to review the findings. This is referred to as the "exit conference". The school district receives a full report in the mail within two weeks and is instructed to correct any problems within thirty days after receiving the monitoring report.

Monitoring

How Come?

Here is a case study showing how monitoring occurs.

CASE STUDY 3

District "A"

It was 8:30 a.m. when the state monitor arrived at School District "A". Both the monitor and the Title I manager sat down, had a cup of coffee and discussed the day's monitoring schedule. District "A" wasn't a large district, and the monitor would be able to visit all of the programs at each of the Title I buildings. There were two programs, one at the elementary school and one at the high school. The monitor also had to allow time for reviewing the records at the administration building. It was going to be a busy day.

It was decided to go to the Elementary School and review the reading program first. The monitor wrote some notes after having asked the Title I teachers and aides a series of questions about the program. In his notes, the monitor commented: "Program does not have written learner objectives for each child". (According to Title I, objectives must be established for each child.)

The monitor completed the review of the elementary program and proceeded to the high school to see the math program. Here, too, the monitor found that written learner objectives were not available, Title I equipment was not marked "Title I" and not everyone paid by Title I was working the full number of hours as indicated in the application. All of these were violations of the Title I rules and regulations and were considered "non-compliance items".

The monitor's day ended at the administration building where he reviewed district records and had an opportunity to speak to members of the Parent Advisory Council. The monitor asked a number of questions about the Title I council activities. The parents were very enthusiastic and concerned about the Title I program. In fact, the parents themselves asked a lot of questions about Title I, and the session turned out to be interesting for the parents and the monitor as well.

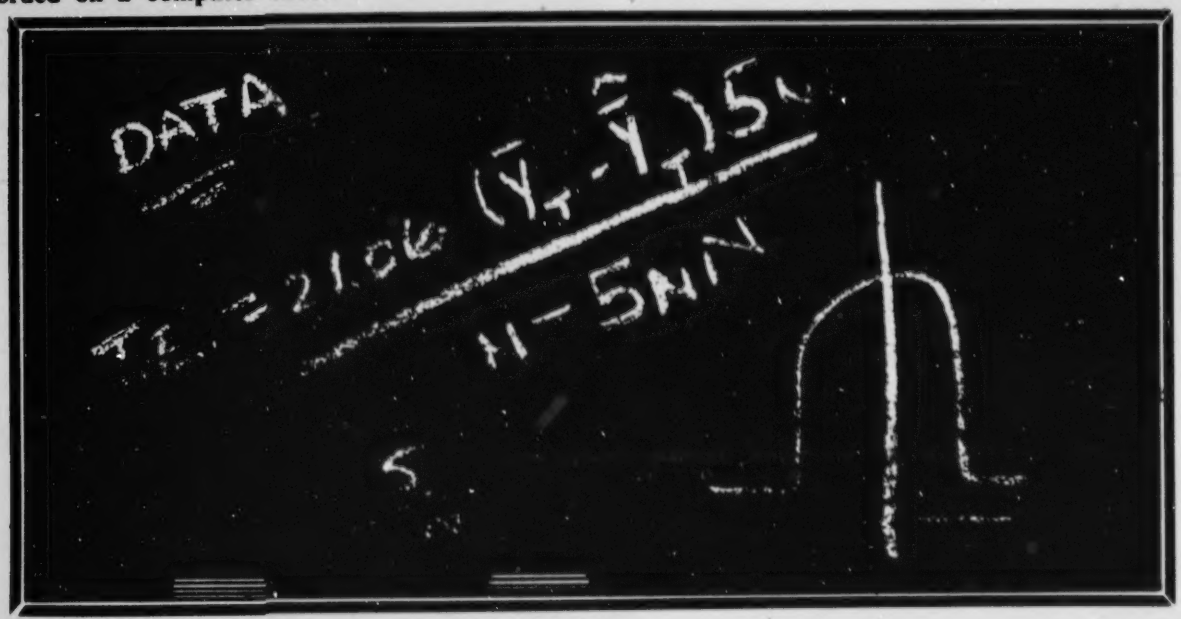
After meeting with the parents, the monitor completed his report and attended an exit conference with the school administrators. Everyone at the exit conference, including the superintendent, agreed that the monitor's report was helpful and that the district would make sure the problem areas were corrected.

Though monitoring of Title I programs is required by the Office of Education in Washington, D.C., it makes good management sense to be sure that the Title I program is being operated in compliance with the rules and regulations. It doesn't take just a state or federal monitor, however, to monitor the Title I program. Find out about how the Parent Advisory Council can take part in the monitoring process, too.

Evaluation

The one thing that most of us vividly remember about our school days is probably all of the tests that we were required to take . . . tests in math, tests in social studies, tests in English, tests in science . . . tests, tests, tests. They never seemed to stop. Even when we graduated from school and thought we were through with Mrs. Jones and all of her biology tests, we turned around, and of all things, it was time to take a test to get a job . . . even a test to drive a car. Since the days of biology tests and "pop" quizzes, testing students hasn't really changed all that much, except for one thing, now we realize the importance of keeping detailed records on the achievement of students.

The testing of yesterday has become, in today's terminology, evaluation. Evaluation is the method of giving a child a test and recording the score so that it can be determined if the child is learning. Of course, like everything else, it seems that evaluation has become rather sophisticated with the use of computers to help store test information, and so on. In fact, it is likely that if you ask for your child's test records, you'll find that the scores have been recorded on a computer sheet.



Evaluation
. . . continued

The Superintendent of Public Instruction, in Olympia, Washington, uses sophisticated computer terminals. The records of thousands of children are evaluated and analyzed by evaluation experts. If there's any program that keeps extensive test records on its children, it is Title I. Title I is constantly trying to answer the question, "Is Title I helping the children it serves and if so, by how much?" School districts which receive Title I funding are required to evaluate the progress that Title I children are making. The steps of evaluating and reporting the results usually go something like the following:

- Children are given a pre-test to determine their exact level of achievement.
- Children who score low on the pre-test are sometimes given additional testing for selection and/or diagnostic purposes. The second test helps to identify a child's particular problem with reading, math or language arts.
- Once the child has been identified, the parent notified, and the child is placed in the Title I program, individual learning objectives are developed. Objectives not only help guide instruction but determine the progress of the student.
- At the end of the year, Title I students are given a post test. The pre and post test results for the year are then reported to the Evaluation Section within the Office of the Superintendent of Public Instruction. Although school districts must evaluate the achievement of Title I children each year, not all school districts are required to report to the state on an annual basis.
- One-third of the approximate 280 school districts in the State of Washington are selected to report each year.
- The results of the evaluation data are analyzed and compiled at the Office of the Superintendent of Public Instruction and are then reported to the Office of Education in Washington, D.C.

If you have additional questions, you might try contacting the person in charge of evaluation for your school district.

It is certain that evaluation has become an important part of Title I, and that there have been some major steps to make evaluation a reliable and meaningful part of the Title I program. You can find out more about evaluation by joining the Title I Parent Advisory Council. Also, find out on page 50 how you as a member of the Parent Advisory Council can help provide advice to your school district on important evaluation matters.

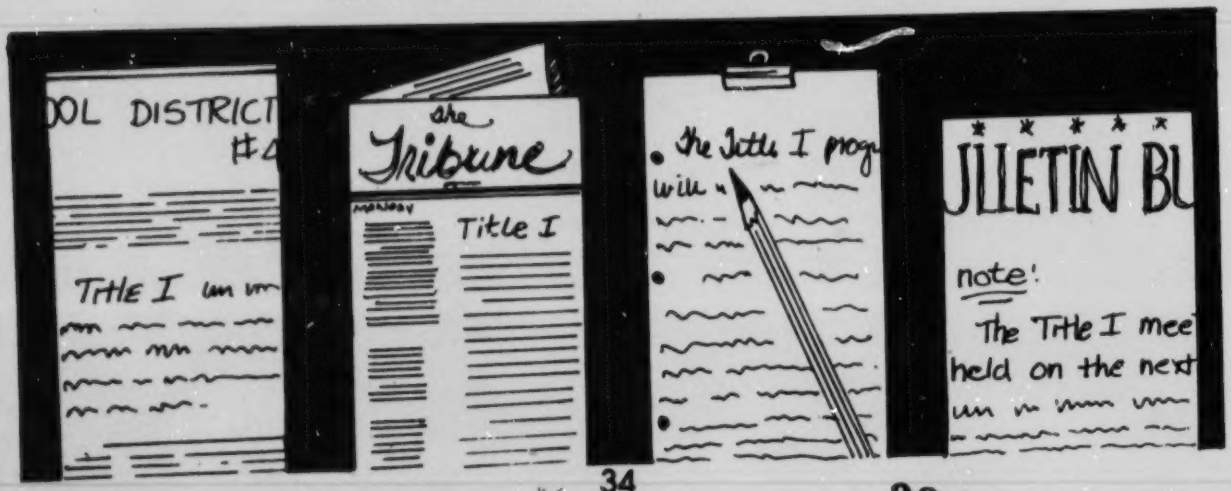
Dissemination

"Come one! Come all! Read all about it. Get your Title I news."

The "Come one! Come all!" approach is the kind of approach that every Title I program should take. What this means is that everyone should be informed about the kind of job Title I is doing in their district. The picture concerning Title I can be "cleared" of any fuzziness if the right attitude is taken about dissemination. Dissemination is a fancy word that means informing the public about information that is newsworthy. Dissemination means getting the news out to teachers, administrators, students and members of the community.

A whole new attitude can be established if you use your dissemination resources effectively. Using your dissemination resources may mean . . .

- **Developing a newsletter that tells the story about Title I in your school district. This can be a good project for Parent Advisory Council members.**
- **Contacting the local newspaper to run an occasional article about the job Title I is doing for your school district.**
- **Having the Title I students who attend a language arts Title I program develop a newsletter that is sent out to the parents.**
- **Using the school newspaper to run meeting dates, stories and other items of interest.**



Dissemination
. . . continued

There are a hundred different ways to inform people about Title I. All you need is a little imagination. Try developing or improving your dissemination efforts and you'll see that everyone will have a better and more open attitude about the Title I program in your school district. Let's see how one school district solved its "information dilemma."

School District "A"

CASE STUDY 4

To say that the understanding of the Title I program at School District "A" was a little confusing would be a gross understatement. Very few people, including teachers and administrators, really knew what Title I was all about. They were not only uninformed but were misinformed. Little, if any, attempt was ever made to try to "clear the picture."

Miss Johnson was the new Title I director at School District "A". It wasn't long before Miss Johnson found that School District "A" was experiencing an information dilemma. Fortunately, Miss Johnson had transferred from a Title I program that placed a great deal of emphasis on dissemination. She had a lot of experience in handling the information needs of the Title I program.

After discussing the problem with the Parent Advisory Council, Miss Johnson set out to develop a dissemination program that she and the members of the Parent Council felt would help "clear the picture" about Title I. Together they wrote a simple, yet informative brochure about Title I and started contacting the school and local newspapers. Although Miss Johnson knew that dissemination was required by Title I, she also knew that informing people was necessary for establishing the appropriate attitude among various groups of people. She knew that the "Come one! Come all!" approach was her best way of getting the positive kind of information out . . . helping to create a good attitude about Title I.

IN SUMMARY

The Law

- The original Title I law was written in 1965.
- Since 1965, Title I laws have been changed. The last time was in 1978.
- Current Title I law is the "Educational Amendments of 1978."
- The legislation requires Title I funds to be spent on students who are educationally disadvantaged.

Rules and Regulations

- Rules and regulations spell out all of the requirements.
- Rules and regulations are designed to help Title I managers run Title I programs within the federal law.

Funding

- There are more than 2 billion dollars that the federal government spends on Title I.
- Over 27 million dollars are being spent in the State of Washington in 1978-79.
- Each school district must fill out an application to receive funds from Title I.
- The state must apply to the federal government for Title I funds.
- A school district is referred to as an LEA (Local Educational Agency).
- The State Department of Education is referred to as the SEA (State Educational Agency).
- In Washington State, the State Department of Education is called the Superintendent of Public Instruction.
- The federal government determines how much money each county in Washington State will get.
- The federal government requires that there be in each county, at least 10 children that meet one or more of the categories listed on page 20 of this book.
- The number of children from low-income families determines the amount of money each county will receive.
- The State determines how much money each school district in each county will receive.
- A grant award allows a school district to spend its Title I funds.

The Needs Assessment

- The main purpose of the needs assessment is to find out exactly what the needs of students are.
- There are a number of ways to "run a Needs Assessment." See page 23 for review.
- A Needs Assessment will help survey the opinions and attitudes of teachers, parents and students as well.
- Is math, reading, or language arts a priority? The answer can be determined by running a Needs Assessment.

IN SUMMARY

Target Area Selection

- Target Area Selection is the method used to select the eligible schools to be served by Title I.
- It is the intent of Congress that Title I be used to serve "educationally disadvantaged children" and not be used for "general purposes."
- Low-income statistics such as "Free and Reduced Lunch Applications," "Aid to Families with Dependent Children," and "Census Data" are used to identify school buildings that will receive Title I funds.
- Once school buildings are selected, students who are identified for Title I can receive "additional support" or educational "extras" in the form of additional staff, supplies, books, and Title I equipment.
- A child does not have to come from a low-income family to receive Title I service.
- The child who comes from a low-income family isn't necessarily a low achieving student.
- Every student that receives Title I services must be below grade level in reading, math or language arts.
- There are six methods to select a building (on page 25) for Title I funding.
- Contact your Title I director for more information concerning "Target Area Selection."

The Project Design

- Once the Needs Assessment and Target Area Selection have been accomplished, it is time to design the Title I project.
- A school district must do its homework, too. There are preliminary steps that a school district must take before the Title I project is designed. (See page 26 for review.)
- The amount of Title I funding is always a major consideration. A Title I project must be designed with the budget in mind.
- There are basic steps that every school district must take before a Title I project is designed. Some of the steps are:
  - — Identifying which basic skills will be provided.
  - — Figuring out how many children will be served by Title I.
  - — Determining which grade levels will be served.
- In Title I language, "Don't spread yourself too thin," means, "Don't try to do too much with too little."

Monitoring

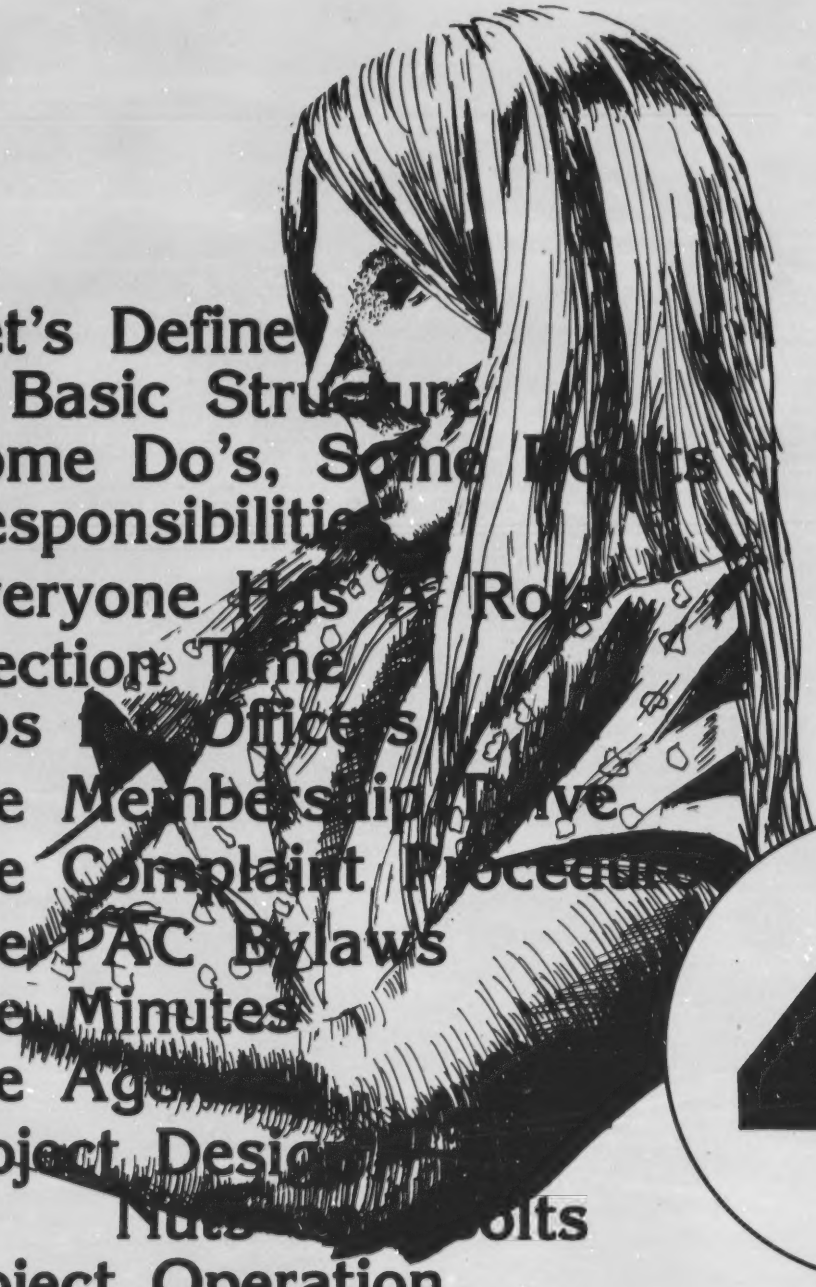
- The monitor's job is to help identify problems in the Title I program that may be "Non-compliance Items."
- The monitor asks questions that are related to the rules and regulations of Title I and the description of the program included in the application.
- The questions that the monitor uses are called "The Monitoring Standards."
- The monitor's day consists of an entrance interview, site (building) visitations, administration office review, Parent Advisory Council interview, and an exit conference with local school administrators.

Evaluation

- Evaluation is testing, recording, and analyzing the results of a student's achievement and progress towards meeting objectives.
- Some districts may use computers to store and analyze test information on students throughout the State of Washington.
- Title I keeps extensive detailed records on its students.
- Every school district is required to evaluate student progress every year.
- Not all school districts are required to report evaluation data to the state every year. School districts must report test information at least once in a three-year period of time.
- There are several steps in evaluating and reporting student progress.

Dissemination

- The "Come one! Come all!" news approach is the best way to inform people about Title I.
- A more informed public will help to smooth and clear any confusion about what the intentions of Title I are.
- Dissemination is a fancy word that means informing people.
- There are a number of ways to inform teachers, parents, and students about Title I. See page 34 for review.
- Using your dissemination resources properly will help to solve the "information dilemma" that might exist at your school district.



4

Let's Define
A Basic Structure
Some Do's, Some Don'ts
Responsibilities
Everyone Has A Role
Election Time
Tips for Officers
The Membership Drive
The Complaint Procedure
The PAC Bylaws
The Minutes
The Agenda
Project Design
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Project Operation
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Training

A Basic Structure

- There must be a "Building PAC" for each building that serves 40 or more students in the Title I program. If the building serves fewer than 40 students and there is not a full-time Title I staff member working in the Title I program, then the "Building PAC" is not required (for very small districts normally).
- Every Title I program that has required "Building PACs" must have a "District Parent Advisory Council" or "DAC."
- The "voting membership" of both the building PAC and the district DAC must have at least 51% of its members who are parents of children in the Title I program. The rest of the membership can include anyone interested in joining the PAC. (They must live in a Title I attendance area.) In addition, any teacher who teaches in an eligible Title I attendance area can be elected to the Title I Parent Advisory Council.

A Special Note

If a school building serves more than 75 students, then the building PAC at that school building must have at least eight members. Each member must serve for at least two years and may be reelected.

Let's Define

From now on we'll refer to the Title I Parent Advisory Council as the PAC. A simple definition of the PAC would sound something like this . . . "A group of parents, teachers, and administrators committed to improving the local Title I program for the benefit of the children it serves."

Some Do's, Some Don'ts

DO speak openly and listen to other PAC members about their ideas and opinions.

DO listen to teachers and administrators and what they have to say.

DO ask questions of older students to see if they think Title I is helping.

DO try to take part in all aspects of the Title I program.

DO attempt to make all scheduled meetings.

DO let your ideas and opinions be heard by all members of the PAC.

DO ask for advice and information from Title I teachers and managers whenever you need to.

DON'T put down the advice and recommendations of others on the PAC.

DON'T wait until a problem reaches a head. Try to prevent problems before they occur.

DON'T wait until you get to the meeting before you think of questions to ask. Try to prepare yourself before the PAC meeting.

DON'T wait for other PAC members to inform you about Title I rules and regulations. Read them yourself. There is lots of information available for you to read.

DON'T put down teachers and administrators. They have feelings, too. If you show respect for the teacher and what he or she is attempting to do, then you will find that the Title I meeting will be useful and meaningful.

Responsibilities

Whether you serve on a Title I Building PAC, a District Advisory Council or both, there are some basic responsibilities that every council member should know. Advisory Councils are:

- Responsible for providing advice in the planning of the Title I program
- Responsible for providing advice in the development of the Title I program
- Responsible for providing advice in the operation of the Title I program
- Responsible for providing advice in evaluation of the Title I program

EVERYONE . . .

Each parent, each teacher, and administrator involved with Title I has a role to play. Let's start with the parent.

The Parent's Role Is to . . .

- **Become involved. It is the parent body that helps "pull the Title I team together."**
- **Provide advice to the teachers and principal who operate the Title I program.**
- **Get involved in tasks such as: reviewing the application, giving advice on the needs assessment, asking for reports on the amount of money spent throughout the year, asking the Title I manager to go over information contained in the Title I Instructional DRD (State Application page B-5 Data Retrieval Document.)**

The Parent Council will be a success if parents know their needs and know what they want . . . and can deliver it.

The Title I Staff's Role Is to . . .

- **Answer questions. It is the job of the Title I staff to answer the questions of parents as fully as possible.**
- **Explain the program clearly and tell the parent how it meets the needs of the students.**
- **Ask questions of the parents and show an interest in the information and ideas that parents want to share.**
- **Be informative. Try to inform parents about the latest instructional techniques and materials that are being used. The Title I staff should act as a resource for parents to come to and rely on.**
- **Make home visitations if it seems appropriate.**
- **Inform parents of their child's opportunity to be included in the Title I program.**

has a role

The Principal's Role Is to . . .

- Help establish a school PAC.
- Set the tone and create a meaningful relationship between the school and the parent community.
- Be enthusiastic. Those principals who tend to be enthusiastic about the Title I program tend to have parent supporters who are effective and create a more cooperative environment for the school.
- Be helpful. It is the principal's job to inform and advise parents when problems occur.
- Be communicative. The principal should adopt an open door policy to parents, and establish and maintain an effective communication line with the Parent Advisory Council.

The Title I Manager's Role Is to . . .

- Help PAC members organize and operate the PAC according to Title I rules and regs.
- Inform parents about all facets of the Title I program, including rules and regs, application, and evaluation reports.
- Seek advice from parents on all aspects of the Title I program.
- Be open about the pros and cons of operating a Title I program.
- Be sensitive to parents' needs.
- Create a cooperative relationship between parents, teachers and administrators.

Election Time

The rules and regulations of Title I require that parents must elect members to the Parent Advisory Council. You should remember . . .

***PUBLIC LAW 95-561—NOV. 1, 1978**

"PARENTAL INVOLVEMENT

"SEC. 125. (a) ESTABLISHMENT OF ADVISORY COUNCILS.—(1) A local educational agency may receive funds under this title only if it establishes an advisory council for its entire school district which—

"(A) has a majority of members who are parents of children to be served by projects assisted under this title, who shall either be (i) elected by the project area or school advisory councils required to be established by paragraph (2)(A) of this subsection, or (ii) elected by the parents in such areas;

"(B) includes such additional members as may be (i) elected by the project area or school advisory councils required to be established by paragraph (2)(A) of this subsection, or (ii) elected by the parents in such areas;

"(C) includes representatives of children and schools eligible to be served by, but not currently participating in, programs assisted with funds provided under this title, who shall be elected by the parents in such areas; and

"(D) is established in accordance with regulations to be issued by the Commissioner which provide alternative models to carry out subparagraphs (A) through (C) of this paragraph.

"(2) (A) A local educational agency may receive funds under this title only if it establishes an advisory council for each project area or project school, except as provided in subparagraph (B), which—

"(i) has a majority of members who are parents of children to be served by programs assisted under this title, and

"(ii) is composed of members elected by the parents in each project area or project school.

"(B) In the case of any project area or project school in which not more than one full-time equivalent staff member is paid with funds provided under this title, and in which not more than forty students participate in such programs, the requirements of subparagraph (A) shall be waived.

"(C) In the case of any project area or project school in which 75 or more students are served by programs assisted by funds provided under this title, each such project area or project school advisory council, in addition to meeting the requirements of subparagraph (A), shall—

"(i) be composed of not less than 8 members, who shall serve for terms of two years, after which time they may be re-elected;

"(ii) elect officers of the council after it has been fully constituted; and

"(iii) meet a sufficient number of times per year, according to a schedule and at locations to be determined by such council.

"(3) Any individual who is a teacher at a school serving a project area or is a parent of a child residing in an eligible school attendance area or attending an eligible school shall be eligible to be elected as a member of the district-wide advisory councils established pursuant to paragraph (1), but nothing in this sentence shall preclude the eligibility of other individuals who are residents in that district. No individual who is a teacher at a project school or a school serving a project area shall be ineligible to be elected as a member of a district-wide or project area or school advisory council on the basis of residency outside such area or district.

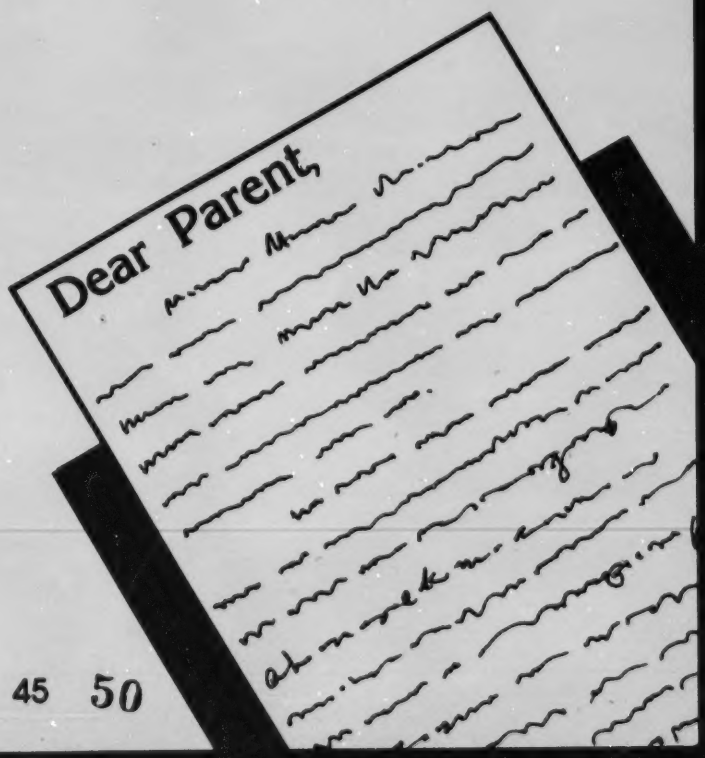
***As amended by P.L. 96-46 August 6, 1979.**

Tips for Officers

- Begin and end meetings on time
- Remind other members about meetings
- Spread jobs around
- Listen to others and encourage participation
- Plan a meaningful agenda
- See that members receive the agenda prior to the meeting
- Stay on topic
- Avoid giving own opinions and taking sides on issues
- Allow time for new concerns

The Membership Drive

The membership drive usually starts with the Title I school staff making the first contact with parents. Letters, phone calls, and personal visits are typical methods used to start the ball rolling. In all school districts you'll find teachers, counselors, principals and Title I managers informing parents that their child is in the Title I program and that a Parent Advisory Council needs to be established. Most parents are willing to get started if they know enough about their responsibilities. That's why the school's job isn't completed after the initial contact is made. It's up to the school to inform parents in a clear and concise way. For example, look at the sample letters provided in the section "Tips and Tidbits."



Membership Drive . . . cont'd

The Title I staff should help parents with recruiting of parent council members. Many times the Title I staff can provide good "leads" when it comes to recruiting parents to join the PAC. You can start your membership drive if you follow some of these important steps . . .

Step

- **Title I staff must contact parents informing them that their child has been selected for the Title I program.**

Step

- **The use of "veteran members" is always useful in helping to recruit PAC members.**

Step

- **If a parent says no, try to find out why the negative response. Maybe the parent was misinformed or received no information at all.**

Step

- **Most community people will be delighted to serve on the Title I PAC. Serving on the PAC should not be a "burden" . . . it is an honor and an opportunity to help children learn.**

Step

- **No one method of recruiting is best. Methods may vary from PAC to PAC. Try to adopt a method that is comfortable for your school community.**

Step

- **In the beginning of the year, schools usually hold an "open house". Take this opportunity to talk about PAC activities. Ask opinions of those in attendance and tell them when the next scheduled meeting is. Try handing out the PAC schedule for the next two or three months.**

Step

- **Recruit members who will make your Title I project successful.**

Step

- **Teachers and other staff members should ask parents to join the PAC.**

Step

- **A committee of parents can be used to make personal contacts to parents who have children in the program. A separate committee can be used to make phone calls. (Note: the privacy rights of parents are not violated if they have been initially contacted by a member of the Title I staff informing them that their child has been selected for Title I and they have given their consent for that placement.)**

Membership Drive . . . cont'd

From time to time PACs experience problems maintaining continued interest. Try reviewing some basic reasons for the problem.

- Is a calendar of planned meeting dates provided?
- Are meetings being held at appropriate times and places?
- Are evening meetings necessary?
- Are separate day/evening meetings necessary to accommodate everyone's interest and work schedule?
- Are meetings being held in comfortable and non-threatening locations?
- Are the meetings informative and friendly?
- Do you remind members of meetings by mail or by phone?
- Are babysitting and transportation arrangements made for those who need them? (Certain expenses can be funded by Title I. Ask your Title I director for details.)
- Is there an opportunity for all parents to speak their minds each meeting? Is there a "free speech" time on the agenda?
- Do the meetings end with a feeling of satisfaction and/or accomplishment?
- Are meetings too lengthy?
- Do you tell parents when the next meeting will be held before they leave the meeting?
- Are minutes of the previous meeting and agenda for the next meeting provided so that adequate time can be given for personal review and preparation?

The Complaint Procedure

Currently we refer to what used to be called "the grievance procedure" . . . as the "complaint procedure." Although very similar to each other, the complaint procedure outlines the steps that one must go through if one has a complaint about the Title I program. In essence, the complaint procedure helps provide a logical step by step approach for a parent or citizen to use in voicing a complaint. It is only natural that if a parent has a complaint about the Title I program, there be an organized approach to handle that complaint. Below you will find a good example of a complaint procedure. Also you will find examples of complaint procedures in "Tips and Tidbits."

Sample

"COMPLAINT RESOLUTION"

"Section 128. Each local educational agency which receives funds under this title shall develop and implement, in accordance with criteria prescribed by the Commissioner, written procedures for the resolution of complaints made to that agency by parent advisory councils, parents, teachers, or other concerned organizations or individuals concerning violations of this title, or of applicable provisions of the General Education Provisions Act in connection with programs under this title. Such procedures shall—

"(1) provide specific time limits for investigation and resolution of complaints, which shall not exceed thirty days unless a longer period of time is provided by the State educational agency due to exceptional circumstances in accordance with regulations established by the Commissioner;

"(2) provide an opportunity for the complainant or the complainant's representative, or both, to present evidence, including an opportunity to question parties involved;

"(3) provide the right to appeal the final resolution of the local educational agency to the State educational agency within thirty days after receipt of the written decision; and

"(4) provide for the dissemination of information concerning these procedures to interested parties, including all district and school parent advisory councils.

The PAC Bylaws

Bylaws are a simple set of rules, agreed to by a majority of the members of the PAC, specifying how an organization is to be run. They state generally accepted rules about the structure and operation of the organization. Establishing bylaws for both building PACs and district PACs is required by Title I rules and regulations. Below is a sample of the PAC bylaws.

Sample

SAMPLE BYLAWS

Article I. Name and purpose ". . . to advise the school district in the design and operation of compensatory education programs, specifically those funded under Title I ESEA . . ."

Article II. Terms and conditions of membership. Eligibility for membership.

Article III. Officers. Title, duties and terms of each office.

Article IV. Election procedures. How and when officers are nominated and elected, how they may be replaced between elections.

Article V. Committees or Task Forces. How and why PAC committees are to be organized, how and when members are appointed, replaced or removed.

Article VI. Meetings. On what sort of schedule the PAC meets, what constitutes a quorum, what procedures govern the conduct of meetings.

Article VII. Parliamentary Authority. Generally accepted rules of procedure (for example, Robert's Rules of Order) which provide guidelines for conducting a meeting.

Article VIII. Amendments. How bylaws can be changed.

The Minutes

Simply speaking, the minutes are a record of the meeting. Minutes are recorded in a variety of ways depending on individual style. The sample below will help you set up your minutes.

Sample

SAMPLE MINUTES

time and place of meeting
attendance
approval of signed minutes
committee reports and action taken
new business and action taken
date of next meeting
name of person submitting minutes

The Agenda

The agenda is a plan of what is expected to be discussed during the meeting. Agendas are usually set by the chairperson with input from the council and Title I personnel. See the sample below.

Sample

SAMPLE AGENDA

Welcome and introductions
minutes
committee reports
new business
special presentation — films, speaker, etc.
adjournment

PAC ACTIVITIES

SEPTEMBER

- pr[illegible]ori[illegible]tation and information
- pla[illegible]communication
- int[illegible]ductions of Title I school staff
- establish PAC (before October 15) as outlined under WHAT DOES A PAC DO?

OCTOBER — DECEMBER

- open house or similar activity
- visit and observe Title I classes

JANUARY — MARCH

- work out a budget
- needs assessment

APRIL — JUNE

- evaluation
- election of PAC officers for the following y[illegible]

There are a number of ways you can help advise your school district on the project design. First of all, don't feel that because you're not an educator you are not qualified to ask questions. The Title I manager and the rest of the teaching staff need your advice. One way to identify with your responsibilities is to think of the PAC as perhaps a board of directors. The board of directors is a group of people who rely on those with the expertise to provide information so that they can make decisions for the good of all. Even those who serve on the board of directors for your local school district aren't experts, for example, on school finance or facilities planning. They must continuously ask questions so that they will be able to provide their input. Another way in which the Parent Advisory Council is much like the board of directors for a school district, is that the Title I PAC represents a group of people committed to the children Title I serves.

PROJECT

Here are some tips that will get you thinking about how you as a Parent Advisory Council member can help advise the district on the Title I program.

- ASK THE TITLE I MANAGER TO FULLY DESCRIBE THE TITLE I PROGRAM FOR THE ENTIRE SCHOOL DISTRICT. THIS WILL HELP YOU TO COMPARE OTHER TITLE I PROGRAMS WITH THE ONE AT YOUR SCHOOL.
- ASK FOR ALL NECESSARY INFORMATION, SUCH AS THE INSTRUCTIONAL DATA RETRIEVAL DOCUMENT (IDRD) AND OTHER PAGES OUT OF THE TITLE I APPLICATION THAT WILL HELP TO DESCRIBE THE TITLE I PROGRAM.
- ASK FOR INFORMATION RELATING TO EVALUATION PROCEDURES CONCERNING THE TITLE I PROGRAM.
- ALWAYS ASK FOR DEFINITIONS OF EDUCATION TERMS IF THEY GIVE YOU A PROBLEM. DON'T WORRY, SOME OF THE WORDS EVEN STUMP SOME EDUCATORS FROM TIME TO TIME.
- ASK FOR REPORTS THAT WILL SHOW YOU HOW MUCH MONEY HAS BEEN SPENT SO FAR IN THE PROGRAM AND HOW MUCH IS LEFT TO SPEND. THIS MIGHT HELP YOU TO UNDERSTAND THE NECESSITY FOR EFFECTIVE BUDGET PLANNING.
- TRY TO COMPARE PREVIOUS EFFORTS WITH NEW ATTEMPTS TO DETERMINE IF PROGRESS IS BEING MADE.
- REMEMBER THAT YOUR ROLE AS A PARENT ADVISORY COUNCIL MEMBER IS TO HELP PROVIDE ADVICE AND INPUT TO YOUR TITLE I MANAGER. THE ULTIMATE DECISIONS ARE UP TO THE TITLE I MANAGER AND STAFF AND THE DISTRICT ADMINISTRATION.

DESIGN . . .

Nuts and Bolts

If you recall, back on page 28 in chapter 3 we talked about the dilemma that Dave Roberts experienced at District "B". Remember that Dave received an increase in his Title I budget; however, the cost of salaries and books were so high that Dave decided not to expand his program. Dave laid all of the cards on the table and informed the parents about the situation. The reaction of the parents was overwhelmingly in favor of Dave's decision. The reaction of the PAC was favorable because the PAC asked Dave to inform them and recommend to them . . . they weren't afraid to attack the problem. It wasn't easy however. The PAC thoroughly weighed the decision by asking important questions like:

- How much of an increase in money did we get?
- How much will it take to run the Title I program for next year?
- Will we have to cut back on any of the programs?
- Is it necessary to run the Title I program at its current level?
- Will the number of children have to be reduced?
- Is there any district money to help support and expand the Title I program?

These and other questions helped the members of the PAC arrive at a recommendation and helped Dave make the final decision to keep the program at its current level and not to cut back or expand. You can see that asking questions and relying on the Title I manager to supply information is the best way to get the job done. Remember to always keep an open mind about things. An open mind will lead to an open and cooperative meeting.

PROJECT OPERATION

There are many Title I activities that take place during the school year. Below you will find a month by month outline of some of these activities. Of course, Title I activities vary from school district to school district; however, the more you know about Title I yearly activities, the more questions you will be able to ask and, consequently, the more helpful you will become.

September

- Inservice activities for teaching staff
- Pre-testing of student population
- Test given to students for selection purposes
- Students who are identified as being the "greatest in need" are selected
- Parents are notified of the selection of their children for Title I services
- Program start-up

October

- Fall implementation report is sent to the state (gives details of student population, etc.)
- Organizational meetings of PACs take place (officers, members elected, etc.)
- Monitoring of Title I programs begin (state, federal monitors)
- Recruitment of members continues

November

- Program continues
- PACs need orientation to the Title I program
- Recruitment of members continues
- PACs require additional training (rules and regulations, PAC training, meeting techniques)
- PACs develop a dissemination program to help inform the public

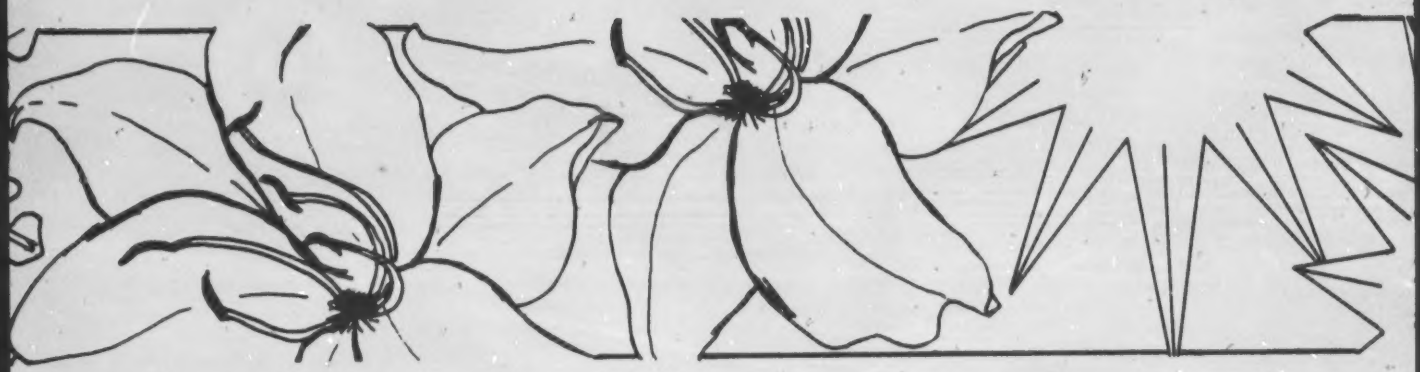
December

- Program continues
- PACs review the results of state and federal monitoring reports (only if project has been monitored)
- PACs create a monitoring instrument for PAC monitoring
- PACs visit all of the Title I schools
- PACs visit other school district Title I programs
- Members of the PACs attend or plan to attend any conference that may be offered in the months to come.

January

- Program continues
- PACs review needs assessment procedures
- PACs continue to use newsletters, bulletins and other means to inform the public about Title I
- Continue program visitations
- Monitoring of programs continues

Most of these activities apply to all school districts whether large or small. They certainly do not occur in the same order but are stated to give the PAC member a general idea of all of the tasks that must be accomplished over the period of nine months. Your Title I manager needs your help and advice to effectively help the PAC, in return, carry out its functions.



February

- Program continues
- Needs assessment is conducted
- PACs continue to hold meetings to discuss current efforts and possible plans for next year's program
- Review of the needs assessment results is completed
- District prepares to select target buildings. PACs review procedures for target selection
- Monitoring of programs continues

March

- District accumulates low-income statistics as of March 1st for target area selection purposes
- PACs review selection of buildings
- PACs begin to discuss project design
- Title I program manager usually attends Title I application workshops
- Evaluation workshops are held for Title I manager

April

- Program continues
- Project design is reviewed and finalized by PACs
- Project application begins to take shape. (Some applications may include summer school activities)
- Program monitoring continues by the state monitors
- PACs review the Title I application and give final approval (application is signed by the DAC chairperson)
- Application is sent to the Office of the Superintendent of Public Instruction, Title I office
- PACs plan for next year's PAC activities

May

- The Title I office receives applications from around the state
- Program continues
- State-wide monitoring of programs ends
- Post tests are given to Title I students
- PACs finalize all business activities

June

- Evaluation of test results
- End of the year report is sent into the state

Building A PAC to Last

There are some good reasons why parent councils lose steam. Often, as a child progresses he or she no longer needs Title I assistance. As a result, parents drop out and the PAC faces the problem of high turnover. High turnover can be caused by other things, too . . . things like:

- Meetings that don't meet the needs and interests of the parents.
- Agendas that are limited to rules and regulations.
- Meetings that don't take place in a friendly and open atmosphere.
- Meetings that are created for "rubber stamping" only.

When building a PAC, build it to last. Make sure that the PAC isn't created to satisfy the monitor and rules and regulations. Be sure that the PAC is an integral part of the Title I program. Remember, it is not the rules and regulations that the PAC is created to satisfy . . . the PAC is to satisfy and work for children. It is the children who will suffer in the long run if the Parent Advisory Council doesn't do its job. Think about it . . . don't you want your child to get the very best? . . . You can start, by joining the Title I Parent Advisory Council. Now!

AINING

Training can consist of many different things. To some, training the PAC might mean going over the latest filmstrips and handbooks about Title I. To others training might mean a simple presentation on rules and regulations. It's hard to tell which method of training really serves the purpose. Some districts have several training programs designed with everybody's interest in mind (or so they think) and those who have Plan A . . . always have a Plan C, D or whatever, to rely on. It's just plain difficult to organize a training program that serves everyone's interests.

Perhaps the best method is the "zeroing-in-method". Unlike the "shotgun" approach, the "zeroing-in-method" helps you to identify what your specific PAC training needs are. It goes something like this . . .

- Form a committee of two or three DAC members.
- Develop a mini needs assessment designed to ask members of the parent councils in the district what they feel the training needs of parents are.
- Review the results of the mini needs assessment with members of the district parent council.
- Once you've reached an agreement about what you think the training needs are, then start to plan your training program.
- Determine your financial resources (of course an initial okay should have been given by the district)
- Determine your human and material resources. (Will you need presentors or will most of your training be geared to visual presentations using films, slide projectors, etc.)
- Remember! Design your training program based on the results of your mini needs assessment. Don't stray away.
- Use your local resources first before you ask for outside presentors. You may find your teaching staff, for example, is well prepared to make a presentation of the use of tape recorders in the classroom.
- Always work with the Title I staff . . . ask questions and seek their advice.

The "zeroing-in-method" works best if the PAC is willing to train at a slow, steady, but sure pace. It's not critical if you don't get to every item listed on the mini needs assessment. Remember, there is always next year. Time and patience will eventually transfer your training efforts from a novice attempt to a more sophisticated approach which — who knows — may end up serving "everyone's interest."

The "zeroing-in-method" is one of many imaginative ideas that parents and Title I staff can create. It's not a method designed by an educational consultant firm or a task force of committee members. It is simply an expression of individual ideas to a body of people. You, too, have the opportunity to imagine, create and explore a number of different ways to make the PAC an interesting and challenging force for education.

IN SUMMARY

Let's Define

- The Title I PAC is a group of parents, teachers, and administrators committed to improving the local Title I program for the benefit of children.

A Basic Structure

- Title I Parent Advisory Councils consist of members elected by the parents.
- A building PAC is required for each building that serves 40 or more students in the Title I program.
- A building PAC is not required if the Title I program serves fewer than 40 Title I students and there is not a full-time Title I staff member working in the Title I program.
- Every Title I program that has required building PACs must have a District Advisory Council for the Title I program.
- The voting membership of the building and district Parent Advisory Councils consists of:
  - A 51% majority who are parents of children in the Title I program.
  - Those interested in joining the PAC and live in eligible attendance areas.
  - Teachers who teach in eligible attendance areas can also be elected to the Title I PAC.
- Schools that serve more than 75 students and have more than one full-time Title I staff member must have at least 8 members on the building PAC. Each member must serve for at least two years and may be reelected.

Responsibilities

- Every council member has the responsibility for providing advice in the planning, development, operation and evaluation of the Title I program.

The Membership Drive

- Letters, phone calls, and personal visits are typical methods used to start the membership drive.
- The Title I staff should help parents with recruiting of parent council members.
- Title I staff must contact parents informing them that their child has been selected for the Title I program.
- A committee of parents can be used to make personal contacts to parents who have children in the program.
- The use of veteran members is always useful in helping to recruit PAC members.
- Recruit members who will make your Title I project successful.
- Take the opportunity to talk about PAC activities at a school open house.
- Try to analyze why some meetings don't seem to work out.
  - Are meetings held at appropriate times?
  - Are meetings informative and friendly?
  - Do you remind members of meetings by mail or by phone?
  - Are babysitting and transportation arrangements made for those who need it?

IN SUMMARY

Complaint Procedure

- The complaint procedure outlines the steps that one must go through if one has a complaint about the Title I program.
- The complaint procedure provides a logical step by step approach in voicing a complaint.
- The complaint procedure may consist of:
  - Time limits for investigation and resolution of complaints.
  - An opportunity to present evidence.
  - The right to appeal the final resolution of a complaint.
  - Dissemination of information concerning procedures.

Providing Advice on the Project Design

- Ask the Title I manager to fully describe the Title I program for the entire district.
- Ask for all necessary information from the Title I manager.
- Ask for definitions of educational terms.
- Ask for reports that will help you determine how the Title I program is operating.
- Try to compare previous efforts with new attempts to determine if progress is being made.
- Ultimately, the final decisions are made by the Title I manager and district personnel.
- Always keep an open mind. An open mind will lead to an open and cooperative meeting.

Reviewing Activities That Occur During the School Year

- September
  - Inservice
  - Pre-testing
  - Selection of children
  - Students are identified as being in the greatest need
  - Parents are notified
- October
  - Fall implementation report
  - Organizational meetings of PACs take place
  - Monitoring of programs begins
  - Recruitment of members continues
- November
  - PACs need orientation to Title I
  - PACs develop a dissemination program
  - PACs require additional training

IN SUMMARY

- December
  - PACs review results of state and federal monitoring reports (if appropriate)
  - PACs create a monitoring instrument for PAC monitoring
  - PACs visit all of the Title I schools
  - Members of PAC attend or plan to attend any conferences
- January
  - PACs review needs assessment
  - Continue program visitations
  - PACs continue dissemination efforts
- February
  - Needs assessment continues
  - PACs review past efforts and look into possible plans for the future
  - District prepares to select target buildings
  - Monitoring continues statewide
- March
  - Districts accumulate low-income statistics as of March 1st
  - PACs review selection of buildings
  - PACs discuss project design
- April
  - Project design is reviewed and finalized
  - Project application begins to take shape
  - PACs review the Title I application
  - Application is sent to the Title I office in Olympia, WA
  - PACs plan for next year's PAC activities
- May
  - Title I office receives applications from around the state
  - Monitoring of programs state-wide ends
  - Post tests are administered to children
  - PACs finalize all business activities

Building A PAC to Last

- Make sure that meetings meet the needs and interests of the parents
- Don't limit agendas to rules and regulations
- Make sure that meetings relay a friendly and open atmosphere
- Don't create meetings for rubber stamping purposes
- Be sure that the PAC is an integral part of the Title I program

RESOURCES

Superintendent of Public Instruction (SPI)

Old Capitol Building, Olympia, Washington 98504

Title I Program Office (SPI) Telephone: (206) 753-3220

Educational Service Districts Throughout the State of Washington

ESD 121
1410 South 200th Street
Seattle, WA 98148
GRANTS MANAGER: L. DANIEL RAMIREZ Telephone: (206) 242-9400

ESD 189
330 Pacific Place
Mt. Vernon, WA 98273
GRANTS MANAGER: VERNE FANKHAUSER Telephone: (206) 424-9573

ESD 171
Box 1847
Wenatchee, WA 98801
GRANTS MANAGER: BETTIJANE McCAULEY Telephone: (509) 663-8741

ESD 105
33 South 2nd Avenue
Yakima, WA 98902
GRANTS MANAGER: BRIAN CULLERTON Telephone: (509) 575-2885

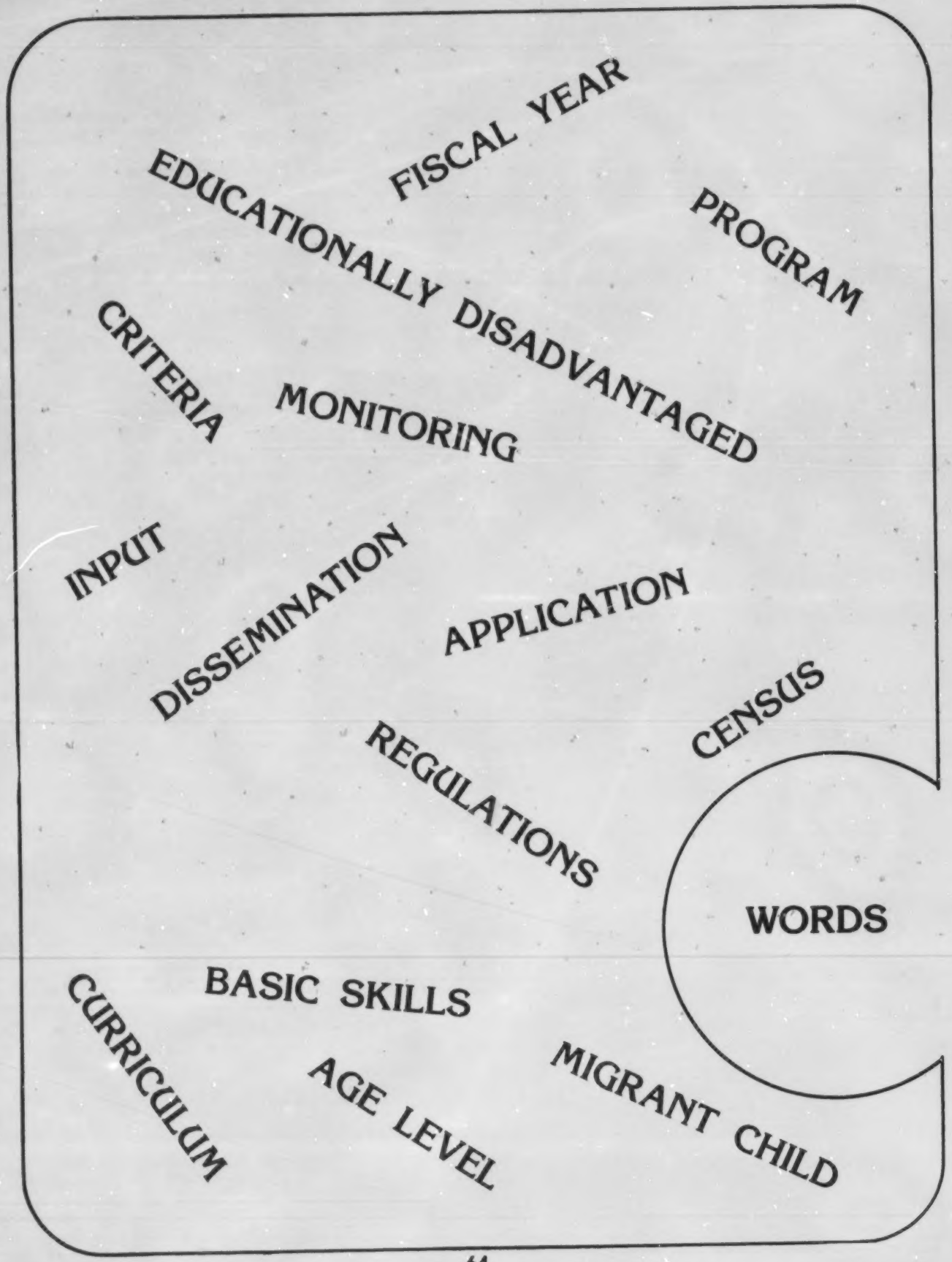
ESD 123
124 South 4th Avenue
Pasco, WA 99301
GRANTS MANAGER: NANCY LOMAS Telephone: (509) 547-8441

ESD 113
503 West Fourth
Olympia, WA 98501
GRANTS MANAGER: DON GIBBS Telephone: (206) 753-8144

ESD 114
Box 155
Port Townsend, WA 98368
GRANTS MANAGER: DR. R. BROOKS EAKER Telephone: (206) 385-2055

ESD 112
1313 N.E. 134th
Vancouver, WA 98665
GRANTS MANAGER: JIM LEFFLER Telephone: (206) 574-3212

ESD 101
West 1025 Indiana Ave.
Spokane, WA 99205
GRANTS MANAGER: RICHARD BLOOM Telephone: (509) 456-6320


FISCAL YEAR
EDUCATIONALLY DISADVANTAGED
PROGRAM
CRITERIA
MONITORING
INPUT
DISSEMINATION
APPLICATION
CENSUS
REGULATIONS
WORDS
BASIC SKILLS
CURRICULUM
AGE LEVEL
MIGRANT CHILD

GLOSSARY OF TERMS

AGE LEVEL (grade level) — The term used to describe the average academic achievement of children of a given age or grade.

AID TO FAMILIES WITH DEPENDENT CHILDREN (AFDC) — This program provides money to families who do not have enough to support their children.

ALLOCATION — The amount of money actually set aside for a State or local school district under Title I.

APPLICATION — A legal document submitted by the local school district to the Superintendent of Public Instruction's Title I office.

ATTENDANCE AREA — The geographic area served by a particular school.

AUDIT — An audit is a review of program and financial records to determine if money has been properly used.

AUTHORIZATION — The maximum allowable amount which Congress could appropriate for Title I according to the formula in the law.

AVERAGE DAILY ATTENDANCE — Average daily attendance is the average number of children in school each day. Every State has its own way of computing average daily attendance.

AVERAGE PER-PUPIL EXPENDITURE — Average per-pupil expenditure is the total amount of State and local money spent on public elementary and secondary education in the State (or nation) divided by the number of children in public elementary and secondary schools in the State (or nation).

BASIC SKILLS — Those fundamental skills which are required in order to obtain a good education; reading, math and language arts.

BUILDING PAC — A group of people serving on a Title I Parent Advisory Council at a local school building.

CARRYOVER BUDGET — Unused monies carried over to the following year's budget.

CENSUS — A population and housing survey conducted once every 10 years.

COMPARABILITY — A study carried out each year to determine that students in Title I schools receive from State and local funds services equal to those received by students in non-Title I schools.

COMPENSATORY EDUCATION (remedial education) — A program designed to make up for shortcomings in a child's learning experience.

COMPLIANCE — Means having followed all the rules for Title I.

CONCENTRATION — Concentration means limiting the use of Title I funds to the children who have the greatest educational need.

COUNTY — A county is a geographic political subdivision within a state. Counties in most states include several school districts.

CRITERIA — A standard by which a judgment or decision is made.

CURRICULUM — Course of Study used in the education of students.

DIAGNOSTIC — To examine and analyze in an attempt to understand or explain.

DISSEMINATION — Spread or circulate information.

DISTRICT PAC — A group of people serving on a Title I Parent Advisory Council for the entire school district.

EDUCATIONALLY DISADVANTAGED — A child who is not able to do the school work expected of children his/her age because of economic, social, language or cultural problems.

ELEMENTARY and SECONDARY EDUCATION ACT (ESEA) — This act passed in 1965 included provisions under Title I to fund projects to help educationally disadvantaged children.

ELEMENTARY SCHOOL — Serves kindergarten through 6th or 8th grades.

EVALUATION — An examination or determination of a child's learning progress that compares knowledge, performance, and achievement to expectations.

FEEDBACK — The return of oral and written opinions of people.

FIXED COSTS — Employee benefits, i.e., social security, health and dental insurance, retirement, etc.

FISCAL YEAR — The fiscal year is July 1 to June 30.

GOALS — An object or end that one or a group of people strive to attain.

GRANT AWARD — A grant is the amount of money given to an agency for a particular purpose. The grant cannot be more than the allocation.

HIGH SCHOOL — Serves grades 9-12.

IMPLEMENTATION — How the project is operated or carried out.

INPUT — Voiced opinions and ideas.

LOCAL EDUCATIONAL AGENCY (LEA) — A board of education or legal authority having administrative control over public education in a county, township, or school district.

MAINTENANCE OF EFFORT — Maintenance of Effort means that the State or local school district must continue to support public elementary and secondary schools within the State (or district) to the same extent or better than it did before Title I funds were available.

GLOSSARY OF TERMS

MIGRANT CHILD — One who crosses school district boundaries during the year as the family does agricultural work and fishing.

MONITORING — Monitoring means checking or overseeing to be sure everything is all right or, in the case of Title I, that the project application and project operations follow Federal and State rules.

NEEDS ASSESSMENT — A study of a student's educational problems and how they can be solved.

NEGLECTED AND DELINQUENT PROGRAM — Designed to expand and improve educational programs for children living in institutions serving neglected and delinquent children.

NON-PUBLIC SCHOOL — A private school run and supported by a private organization.

OBJECTIVE — A statement of the outcome expected.

ONSITE VISIT — An onsite visit is a trip to a project location. It may have several purposes — to monitor, to provide technical assistance, or to identify good practices.

PARENT TEACHER ASSOCIATION (PTA) — A group of parents and teachers working together for the benefit of children.

PRIMARY SCHOOL — Kindergarten through 3rd grade.

PRIORITIES — Matters which should receive earliest attention.

PROCEDURE — A particular way of doing something.

PROGRAM — A Title I program is all the projects in a school district or state.

TECHNICAL ASSISTANCE — Technical assistance is expert help.

PROJECT — A project is a set of activities designed to correct a specific educational problem of a limited number of educationally deprived children.

REGULATIONS — Rules governing Title I services.

RESOURCES — Persons, materials, organizations or funds used to support a project.

SCHOOL STAFF — Teachers, principals, administrators, aides and other personnel.

SPECIALIST — A highly trained person.

STATE EDUCATION AGENCY (SEA) — The officer or office responsible for supervising public secondary and elementary education in the State.

SUPPLANT — "To replace or to be used instead of." Title I funds must not supplant State or local funds for education.

SUPPLEMENT — "To add to." Title I funds should supplement State and local educational funds.

SUPPORTIVE SERVICES — Supportive services are noninstructional activities needed to achieve the educational goals of a Title I program. Such services might include medical and dental care, transportation, counseling, and food.

TITLE I ESEA — The largest Federal aid to state and local education programs for educationally disadvantaged children.

TITLE I STAFF — Persons who work exclusively with Title I students and/or are salaried by Title I funds.

DEFINITIONS OF THE SIX METHODS USED TO SELECT SCHOOL BUILDINGS FOR TITLE I SERVICE(s).

- **GRADE SPAN GROUPING—** The basis for eligibility if a school's total number or percentage of low-income students is at least as great as the average for that entire grade span grouping. If the number or percentage is not as great as the average for that grade span group, a school cannot be determined eligible on this basis.

- **NO-WIDE VARIANCE—** A procedure used when there is minimal difference in the concentrations of children from low-income families among all of the school attendance areas in an entire district. If the variation between the attendance areas with the highest and lowest percentage of such children is not more than one-third of the average percentage of children from low-income families in the district as a whole, then all schools in the district are eligible for service.

- **THE 25 PERCENT RULE—** A procedure designed to allow a school district to designate as eligible any school attendance area in which at least 25 percent of the children are from low-income families. No school designated under this criteria as eligible for service may actually be served, however, until all schools ranked higher in relative degree of concentration of low-income children have been served, and the aggregate expenditure in those higher ranked schools is equal to or greater than the aggregate expenditure for the previous year.

- **THE CONTINUATION RULE—** The continuation rule is used for an orderly phase-out of services in schools which no longer qualify by percentage or number of low-income children.

- **SCHOOL-WIDE PROJECT—** A school attendance area with not less than 75% of the children from low-income families, may carry out a program to upgrade the entire educational program in that school.

- **SUBSTANTIALLY GREATER EDUCATIONAL DEPRIVATION—** This method allows a district to identify a school building to be served by Title I if there is a substantial amount of students that are educationally deprived. In other words, a building served on the basis of educational deprivation may not necessarily be a building with the highest concentration of low-income children, but with at least 1.2% more educationally deprived students than a building eligible under regular low-income data.

TIPS AND TIDBITS

"Tips and Tidbits" is designed to provide Parent Advisory Councils samples of materials that have been prepared by other school districts. Some of these materials have been copyrighted and permission to make copies is necessary.

"Phone Committee"
Renton School District #403

"Phone Committee"

The person you are being asked to call has expressed an interest in attending our meetings and was sent a copy of the invitation and the agenda.

Please call the person listed below, give your name, and tell her/him you are calling to remind her/him of the meeting. Don't put any pressure on to attend. This is just a polite reminder.

Please call:_____

Phone Number: _____

School Child Attends: _____

The Following Materials Have Been Prepared By:
The Migrant Education Center
P.O. Box 719, Sunnyside, WA 98944

How to Plan an Agenda

Parent Advisory Council meetings give people a chance to get together to express their needs, set goals, plan, make decisions, take action, and evaluate what they have done.

The chairperson or leader of a meeting must see to it that the meeting keeps moving. He and all members should know what is supposed to be done first and what should come next during the meeting. Planning an agenda before the meeting helps the chairperson put the Parent Advisory Council into action.

What Is an Agenda?

An agenda is a list or an outline of things to be done in a meeting.

Why Is an Agenda Needed?

When meetings are dull or disorganized, members don't come. An agenda helps the Chairperson run a good meeting. The outline will help him get the important business taken care of smoothly and quickly.

Who Prepares the Agenda?

The top officer of an organization (the Chairperson, Director or President) has the responsibility for the agenda.

When Is an Agenda Prepared?

The Chairperson and the leadership team (sometimes called the Executive Board or Executive Committee) should meet at least a week before the meeting to plan an agenda. Sometimes the by-laws (rules) of an organization set a regular day for this agenda planning. Some by-laws provide that the agenda be sent out to members a certain number of days before a meeting.

How Is an Agenda Prepared?

To prepare an agenda the Chairperson and other officers should:

1. **Check the report of the last meeting. Look for unfinished business and decide if action should be taken on the left-over items.**
2. **Include committees who have to make reports on the agenda. Make sure the people who are to report will attend the meeting.**
3. **The secretary should go over all letters that have been received since the last meeting. Important letters should be summarized and a report prepared. Put this on the agenda.**
4. **The treasurer or financial officer should have all bills and figures in order and a very brief report prepared. Put this report on the agenda.**
5. **Check on all the new business which has come up since the last meeting and everything that is scheduled to come up before the next regular meeting will be held. Place on the agenda everything upon which members must take action.**
6. **Include plenty of time for new business from the floor or for general discussion at the end. This is when new ideas, plans, or complaints will be brought to the attention of the membership.**

How Is an Agenda Used?

The Chairperson must see that the important things are not crowded out of a meeting. He uses the agenda as a guide for timing the action of the meeting. He calls for one item at a time and completes the discussion and action on that item. Then he moves on to the next item on the agenda.

The agenda should not be used as a weapon or tool to push people around. Members must be allowed time to express their ideas and views. By following an agenda, the chairperson will help the members organize their thoughts and the action they want to take.

The time and work that it takes to prepare an agenda will improve Parent Advisory Council meetings and the interest of those who attend.

An Example of an Agenda for A Small Meeting

1. Welcome remarks; introduce ourselves.
2. Discuss agenda; make changes or additions.
3. Report of minutes of last meeting and finances.
4. Report on immunization efforts for neighborhood youngsters.
5. Talk by Bill Johnson who will explain what a "grassroots worker" does and his role in helping us start a local neighborhood project.
6. Coffee and refreshments.
7. Decide on the neighborhood project.
   a. Ask for 3 persons to visit similar project in county to get information.
   b. Ask for 3 other persons to meet with Community Action Agency to discuss project.
8. Set a date for the next meeting; adjourn.

An Example of an Agenda for a Large Meeting

1. Call to order.
2. Welcome remarks and special announcements.
3. Minutes (report) of last meeting read by Secretary.
   Ask for corrections or omissions. Minutes will stand as read or members will make and vote on corrections.
4. Correspondence.
   a. Important letters received. Read or summarize; no actions needed.
   b. Important letters sent. Read with no actions needed; questions can be asked.
5. Treasurer's Report.
   a. Incoming monies.
   b. Outgoing monies.
   c. Money balance in the bank.
   d. If there are no questions or changes, ask for a motion to approve report.
6. Committee Reports.
   a. Executive Committee.
   b. President's Report.
   c. Building Committee.
   d. Neighborhood Improvement Committee.
7. Old Business (unfinished business).
   a. On-going drive for street repairs.
   b. Arrangements for local fund-raising fiesta.
   c. Results of meeting with local councilman.
8. New Business.
   a. Proposal to apply for self-help housing monies.
   b. Discussion of plan to start subcommittees.
   c. Other new business from members or audience.

9. Announcement.
   a. City Council meeting on street repairs.
   b. Next meeting date.
10. Adjournment.

Suggestions For PAC Involvement

These are suggestions which may be of help to you in working with Migrant Parent Advisory Committee involvement. Please call on the program consultant for help whenever you need it. If you have other suggestions which work for you, please let us hear from you.

Try to plan, short, interesting meetings.

Meetings can be held anywhere the parents feel comfortable, or would like to meet:

—someone's home

—local cafe or restaurant

—meeting room or hall

—a migrant camp

—a church

—a school

Plan meetings at a time that is best for the parents.

Try to have more parents than school personnel at a meeting, so parents will feel comfortable in discussion.

Try mini-meetings: maybe very short meetings, scheduled for 2 or 3 times during one day and evening — so parents can choose the best time for them.

Use the budget item of PAC miscellaneous expenses to cover expenditures such as:

—printing of the project and duplication of any necessary materials

—refreshments or meals served during a meeting (talk with Program Consultant about claims)

—travel: mileage for parents to attend meetings, or for migrant staff to pick up parents for meetings

—postage for mailing notices, meeting agendas, minutes, etc.

—babysitting

If parents don't seem to turn out when they receive written notices and/or phone calls, be sure to offer to provide rides.

Encourage conversations and discussion in PAC meetings. Even if you get away from the planned agenda, parents may get a chance to talk about their questions and concerns.

Help the Chairperson plan the agenda so he/she knows what topics need to be discussed.

If no PAC members want to take minutes of the meeting, a staff person can take care of them.

Try defining one objective for the meeting — one item to be discussed — and let PAC members think about it ahead of time so they can have ideas and questions ready.

Ask PAC members what they want — how they would feel more comfortable or involved.

Give PAC members a purpose — don't just expect them to listen to you giving a report.

Help the PAC members define their role, besides advising the school district about the migrant project. Some PACs help operate clothing exchanges, clothing banks, volunteer to give aide time to the project, hold potluck dinners (with or without the PAC meeting), plan periodic visits to the migrant project.

If these suggestions don't help, contact me so we can talk about PAC involvement in your own school district.

Project Homebase
"Helping Parents Teach Their Own"
Yakima Public Schools
104 North Fourth Avenue
Yakima, WA 98902

"HELPING PARENTS TEACH THEIR OWN"

A NATIONALLY VALIDATED
DEVELOPER-DEMONSTRATION PROJECT /
NDN-U.S.O.E., E.S.E.A. TITLE I

PROJECT HOME BASE
YAKIMA PUBLIC SCHOOLS
104 NORTH FOURTH AVENUE
YAKIMA, WASHINGTON 98902

Moses Lake School District
Title I — "Complaint Procedure"

Section 128 of PL 95-561 states that each local education agency receiving funds under Title I, shall develop and implement, written procedures for the resolution of complaints made to that agency by parent advisory councils, parents, teachers or other concerned organizations or individuals concerning violations of this act.

Pursuant to this section the following procedures are hereby adapted:

1. Any parent, parent organization, or other concerned organization or individual who is or are aggrieved on violations or suspected violations of Title I personnel or program, or regulations pertaining to Title I, may request a hearing or an investigation of their complaints in writing to the Building Principal and/or the Director of Federal Programs. The Principal or the Director will, within 10 days, respond to the complainant in writing indicating resolution to the complaint.

2. If the response is not satisfactory to the complainant, the parent or organization may within 5 days request a hearing or investigation of the complaint by the L.E.A.'s authorized representative or his designee who in turn will hold a hearing or investigate and respond within 10 days of receipt of written complaint indicating resolution or decision.

3. If the response is still not satisfactory to the complainant, the parent or organization may appeal the final resolution or decision to the State Educational Agency within thirty days of receipt of written resolution or decision.

4. In each of the foregoing steps, the complainants and/or complainants representative, will be provided the opportunity to present evidence, including an opportunity to question parties involved.

5. Information concerning these procedures will be on file at the Administration Building and in each building Principal's office. Copies will also be provided each member of the Parent Advisory Council and will be available on request to interested parties.

"How to File A Complaint"
U.S. Department of Health, Education and Welfare
Office of Education
DHEW Publication Number (OE) 73-07104

How To File a Complaint

The first thing to remember about filing a complaint regarding Title I, Migrant is to try to avoid it. A complaint implies a lack of cooperation between parents and school officials. If parents are not satisfied with some aspect of the Title I, Migrant program, their first step should be to talk to school administrators and program directors. They should ask for a hearing with the parent

council and/or school board to point out the program areas parents feel are ineffective, suggest alternatives, and ask for changes. Only when this course of action fails should a formal complaint be filed.

This should not stop parents from filing complaints, because a complaint can be very helpful in insuring that Title I, Migrant funds are being used in the best interests of educationally deprived children. Just filing a complaint can help focus attention on problem areas and encourage change.

A complaint usually deals with some violation of Federal or State Title I, Migrant regulations — the misuse of funds, inadequate needs assessment, failure to involve children from nonpublic schools, and so forth. If talks with local school administrators fail to solve such problems, parents can — and should — file a complaint. They should clearly state all the details in the case, including the school district's failure to act. Since the State department of education has the legal responsibility for monitoring local Title I, Migrant operations, the complaint should be sent to the State Title I, Migrant coordinator.

There are several ways the State Title I, Migrant coordinator can handle the complaint. He may ask the local superintendent of schools to hold a public hearing and to answer the complaint in writing. He may send a team of State Title I, Migrant staff members to investigate the complaint and file a report.

Parents may file a complaint with the Division of Compensatory Education, Seventh & D Streets S.W., Washington, D.C. 20202, specifically addressed to the branch chief responsible for overseeing Title I, Migrant operations in their State. Federal officials will then request the State to investigate and respond within 30 days. The Office of Education will not identify the complainant. It is the responsibility of State Title I, Migrant coordinators to resolve complaints. In some instances the Office of Education will visit the site, review situations, and report on complaints. A written report will be submitted to the complainant.

Title I Newsletter
Issaquah School District #411

TITLE I NEWSLETTER

THE TITLE I NEWSLETTER IS A PROGRAM PLANNING DEPARTMENT PRODUCTION FOR THE TITLE I PROGRAM.
PUBLISHER: ISSAQUAH SCHOOL DISTRICT #411
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EDITOR: DARREL DILLON
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DIANE MELSON - APOLLO
PATTY FESTOR - BRIARWOOD
MARYANN WEGLAGE - CLARK
LARRY GALLOWAY - RE-ENTRY

VOL. 1 NO. 2 ISSAQUAH, WA 98027 FEBRUARY 28, 1979

PARENTS AND TEACHERS MEET . . . PLAN FOR NEXT YEAR'S TITLE I PROGRAM

During the month of February, needs assessment meetings were conducted at the elementary schools projected to be eligible for Title I services during the 1979-80 school year. At each meeting, parents and teachers evaluated the Title I program in their school and made suggestions for the operation of next years' program.

possible to provide all eligible schools with the services they would like to have. It is, therefore, the responsibility of the District PAC to review all requests and to make recommendations regarding the manner in which the Title I allocation will be apportioned to the schools.

VOLUNTEERS AND READING

Parent Classroom Observation Checklist

1. How many students are in attendance? _____
2. How many teachers are present? _____
3. How many teacher aides or helpers are present? _____
4. What grade level(s) are you observing? _____
5. What type of class? _____ Reading _____ Math
6. List some of the materials used by students.

   _____

   _____

   _____

7. List the types of equipment being used.

   _____

   _____

   _____

8. Are the children:

   _____ working with the teacher?

   _____ working in a group?

   _____ working independently?

9. What types of activities are the children involved in?

   _____

   _____

   _____

10. What attention-getting devices are the children using?

    _____

    _____

    _____

11. Is the room comfortable? Yes_____ No_____

12. How does the class appear to be fulfilling the goals and objectives of the Title I program?

_____

_____

_____

13. Did you as an observer take part in the activities of the class?

Yes_____ No_____

If so, what role did you take in those activities?

_____

_____

_____

14. Other observations and comments:

_____

_____

_____

Parent Conference Tips

A. Decide in advance the questions you want to ask the teacher. It's a good idea to jot them down. Pinpoint specific problems and avoid generalities.

B. Ask your child if there is anything he would like you to discuss with his teacher.

C. Be ready to tell the teacher what he wants to know. He's not prying when he asks about your child's family life, health, hobbies, homework habits and feelings about school. Knowing these things will be helpful in his teaching approach to your child.

D. Look and listen before you leap. If you're concerned about a rumor you've heard, or something your child has told you about school, keep cool until you hear the facts. Ask the teacher what happened — not the neighbors.

E. Don't expect the impossible. Be reasonable in what you expect the teacher to do and the amount of special attention he can give your child. Ask how you can help meet some of the child's needs at home.

F. Take notes during the conference and review them when you get home. Start right away on the action steps you and the teacher agreed upon.

G. The conference doesn't end here. You have the right to know at any time about your child's progress or problems. A phone call to your child's teacher will set up an appointment at a time convenient to both of you. Teachers value the interest and opinions of parents.

Program Review Survey — ESEA Title I

I am a Title I Staff Member ☐ Aide ☐ Regular Teacher ☐ Parent ☐

Please answer the following questions to the best of your knowledge or provide any other comments that you wish to make regarding the program. It is important that we all have a good picture of what the program is and how successfully it is meeting needs of our children.

1. **What are the major activities of the Title I program?**
   (2 or 3 sentences if possible)

_____

_____

_____

_____

2. **Do you feel that the program meets the critical needs of the students it serves?**

   Yes ☐ No ☐ Uncertain ☐

3. **If no, what needs are not being met?**

_____

_____

_____

_____

4. **What are the strengths of the program?**

_____

_____

_____

5. **What are the weaknesses of the program?**

_____

_____

_____

_____

6. If you could rewrite the program, what would you do to better meet the needs of students? (Be specific)

_____

_____

_____

_____

7. Additional Comments:

_____

_____

_____

_____

Inventory of Parents' Council Operations

	Yes	No
A. Membership		
1. The school district has consulted with the District-Wide Parents' Council in setting up procedures for identifying and selecting parents to serve on the Councils.	___	___
2. Selected by parents residing in project school attendance area.	___	___
3. Title I parents give their permission to be listed for possible selection to the Council.	___	___
4. All project schools are represented on the District-Wide Council.	___	___
5. Majority of Council members are parents of eligible children.	___	___
6. District-Wide Council includes representatives from the non-public schools.	___	___
7. School helps the Council in recruiting members.	___	___
B. Organizational Procedures		
1. Bylaws adopted.	___	___
2. Grievance procedures adopted	___	___

	Yes	No
3. Meetings held on regular basis.	___	___
Monthly	___	___
Bimonthly	___	___
Quarterly	___	___
Other	___	___
4. Officers: elected _____ appointed _____	___	___
5. All Title I parents notified of meetings.	___	___
6. Meeting agendas prepared and mailed out under the direction of the Council.	___	___
7. Chairperson is a parent.	___	___
8. School personnel function in a resource/advisory role and do not vote.	___	___
C. Program Design and Planning		
1. Parents' Council suggests Title I program design or revision.	___	___
2. Parents' Council participates in district needs assessment.	___	___
3. Parents' Council assigns priorities to different suggested programs.	___	___
4. Parents' Council reviews program application before it is in final form.	___	___
D. Program Approval		
1. Parents' Council votes approval of application at formal meeting.	___	___
2. Parents' Council members document approval or disapproval.	___	___
E. Program Operation		
1. Parents' Council members use Title I reference material.	___	___
2. Council members visit Title I program operations.	___	___
3. Council members serve as volunteers in program.	___	___
4. Council opinion sought when problems arise in operation of program.	___	___
5. Title I teachers report regularly to Parents' Council.	___	___
6. School staff interprets and demonstrates Title I programs.	___	___
7. Does Parents' Council lend active support to the staff as it does its work?	___	___

	Yes	No
F. Evaluation		
1. Information describing program accomplishments is available.	___	___
2. School personnel regularly report to Council.	___	___
3. Council members are informed about and understand project evaluation procedures.	___	___
4. Council assesses program effectiveness.	___	___
5. School requests and receives Council's appraisals of program effectiveness.	___	___
6. Council appraisals result in changes to Title I program.	___	___
7. Council is involved in the dissemination or sharing of project features and results with the community.	___	___
G. In-Service Training and Consultation		
1. District personnel explain Title I law and guidelines.	___	___
2. District provides copies of Title I law and guidelines.	___	___
3. Council members visit other districts to observe Title I programs.	___	___
	Yes	**No**
4. Consultants visit Council meetings to help members understand Title I and other educational issues.	___	___
5. Council members attend regional or statewide meetings or workshops.	___	___
6. Aware of the "National Coalition of ESEA Title I Parents."	___	___
H. Staff and Budget Support		
1. Council is in regular contact with:		
Title I Staff	___	___
Title I Administrator	___	___
2. Council has secretarial time available to it.	___	___
3. Council has funds for its operations.	___	___
4. Council's budget covers:		
Meeting expenses (coffee, etc.)	___	___
Baby-sitting	___	___
Consultants	___	___
Travel	___	___
Training	___	___
Printing	___	___

Parents' Council — ESEA Title I

Self-Improvement Inventory

Please take a few minutes to answer each of the following. Results will be reported at future meetings. It is the intent of this inventory to try and help us improve our activities.

1. **How productive do you think this meeting was?**

   Very Productive — Rather Productive — Got Almost Nothing Done

2. **Did the people in the group listen to each other during this meeting?**

   Always — Sometimes — Never

3. **Did you feel that others in the group listened to you during this meeting?**

   Always — Sometimes — Never

4. **Did all members have a chance to say what they thought and felt?**

   Always — Once in a While — Never

5. **Do you feel your ideas and suggestions were heard and considered?**

   Always — Once in a While — Never

6. **Was it easy or hard to come to agreement at this meeting?**

   Very Easy — Rather Easy — Very Hard

7. **Did members stay on the subject or did they jump from one thing to another?**

   Always On The Subject — Sometimes On The Subject — Never On The Subject

8. **How clear were you about what the Parents' Council was supposed to do?**

   Clear — Rather Clear — Unclear

9. **To what extent did members take time to summarize and ask for agreement or disagreement?**

   All the Time — Some of The Time — Never

10. Comments:

_____

_____

_____

Parents: Some Ideas for Toy Buying

A. Description of the 3-4 year old: Vigorous physical activity, imagination and imitation.

Some helpful toys:

- Manipulative toys
- Sturdy trucks and non-electric trains
- Toy telephone
- Metal tea set
- Dolls with simple wrap-around clothing
- Large wooden stringing beads
- Construction sets with easily connecting large pieces
- Jigsaw puzzles with large pieces
- Simple musical instruments
- Counting frame with large beads
- Peg board
- Large crayons
- Rugged keywound or friction-operated toys
- Blunt scissors
- Lacing cards
- Simple card and board games

B. Description of the 4-6 year old: Cooperative social play, physical coordination

Some helpful toys:

- Blocks of various geometric shapes
- Picture books
- Pail and shovel
- Hand and Finger puppets
- Watercolor paints
- Modeling Clay
- Simple kaleidoscope
- Keywound or friction-operated toys
- Cut-out paper dolls
- Magnetic numbers and letters
- Felt board
- More advanced construction toys
- Kites
- Stencils
- Activity Books
- More demanding board and card games
- Simple musical instruments

Parent Participation Pledge

In order to support my child and other youngsters in our Title I program, I pledge to participate in the parent activities associated with our program including the following: (Check 2 or more)

- **Serve on our School's Parents' Council** _____
- **Assist the Title I teacher in the classroom** _____
- **Assist with a school field trip** _____
- **Spend a morning observing in the Title I classroom** _____
- **Assist with Title I special events** _____
- **Attend Title I open houses and teacher conferences** _____
- **Give other parents rides to Council meetings** _____
- **Assist the Council as a member of a special committee** _____

Best time of the day to reach me by phone _____

Best time of the day to visit at my home _____

Signature _____ **Date** _____

Address _____ **Telephone** _____

_____ **Zip Code** _____

ABC's For Parents

Accept your child's limitations without blame or resentment.
Build up her confidence.
Cooperate with special recommendations and programs advised by professionals who have studied your child's individual needs.
Direct her attention.
Expect her to require more than the usual amount of time for almost everything.
Forget about unfair comparisons of school progress with that of children of friends, relatives, and neighbors and brothers and sisters.
Govern the child's discipline at home by that which is expected from her siblings.
Help her to take pride in doing those things she can do well.
Institute a regular normal program of outside activities and cultural opportunities, or any extracurricular learning experiences, as a means of broadening her horizon.
Susie usually can learn to read, do basic arithmetic, write, and spell.
Keep directions simple.
Let the child set the pace in new learning situations at home.

Make certain that you stand ready to help him to solve his problems, but don't provide every answer.
Never give up hope for possible progress.
Open every possible door to his development and progress by finding, investigating, and considering all available persons and places specifically geared to aid your particular child.
Patience and perseverance are recognized as personal attributes necessary to all parents.
Quiet child? Beware! Such children may be calling out for help by their silence.
Request and read available material concerning your child's particular problems.
Social acceptance is highly important to his welfare outside the home situation.
Teaching at home, whenever possible, should be concrete rather than abstract; deal in specifics and not in generalities.
Understand the importance that a familiar routine plays in the slower child's life.
Verbalize as much as possible; but allow him the opportunity to express himself freely.
X-ray your own state of mind. Try to see his inner feelings.
You will find that your child will present an ever-challenging personal problem to you as a parent.
Zest for life and living must not be denied your child.

Marybeth P. Frey, "ABC's For Parents: Aids to Management of the Slow Child at Home," *Rehabilitation Literature*, Vol. 26 (1965), pp. 270-272.

Helpful Hints for the Parent: Parents Can Help

A. Helpful Do's

1. Do accept your child as he/she is.
2. Do keep your child well and rested.
3. Do praise your child.
4. Do see that your child has good habits at school.
5. Do show a real interest in school.

B. Don'ts

1. Don't compare with brother, sister or friends.
2. A child who stays up too late will not do his/her best in school.
3. Don't expect every child to know something the first time told — some children need to see words or pictures many times.
4. When many absences occur, work is missed and the child gets behind.
5. The parents' attitude is usually the child's. Let's all help to make it positive!

C. You Can Help at Home

1. Talk to your child — Help add words to the vocabulary.
2. Listen to your child — Children need opportunities to express themselves.
3. Read to your child — Every time you read to him/her, you are building an appreciation of books and reading.
4. Build a reading atmosphere at home — Have a place to keep books, paper, magazines.
5. Encourage children to join the library — Unlock a new world for every child.
6. Buy books for your child — For birthday and holidays or when the occasion seems right.

The Parents' Role

A. Ways that parents can support their child's school efforts

1. Seek to provide resource or reference materials to help in the school program.
2. Enlist the teacher's aid in helping the child learn to use the resources of the school and community library.
3. Help to create in the child a positive attitude toward school.
4. See that the child has a good breakfast.
5. Help the child get to school.
6. Instill in the child a sense of responsibility.
7. Set an example for the child in attitudes of respect for others.
8. Arrange a place at home for study.
9. Make a point of knowing the child's friends.
10. Supervise playtime.
11. Sing and read to the child.
12. Listen to the child when he/she reads to you.
13. Take time to talk with the child about his/her day at school.

B. How parents may involve themselves in their child's school

1. Help your child and the teacher in solving problems.
2. Attend school functions and observe in the classroom.
3. Take an interest in papers the child brings home from school.
4. Don't compare your child with another.
5. Be a volunteer helper or member of an active group of parents.
6. Get acquainted with the teachers.
7. Praise your child for school work well done.
8. Have parent projects that will permit fathers to relate to fatherless youngsters.
9. Learn what is expected of the child.
10. Attend special activities in which your child is participating.
11. Attend parent-teacher conferences and Parents' Council meetings.
12. Follow through on what you say you will do.
13. Give help when the school asks for it.
14. Don't put too much emphasis on grades.
15. Prepare art materials.
16. Maintain picture files that can be used in different subject areas.
17. Assist with the reading groups (games, seatwork, etc.).
18. Call on new parents.
19. Hold "Parents' Coffees" to discuss community interest.
20. Serve on school and parent committees.
21. Organize parent-child activities.

"How Can I Get My Teenager to Read?"
International Reading Association
800 Barksdale Road
Newark, Delaware 19711

How can I get my teenager to read?

An ERIC/CRIER + IRA Micromonograph
by Rosemary Winebrenner

Kevin hates to read. Cleaning the tropical fish tank is a joy compared to sitting down with a book. Although Kevin's intelligence is above average, his schoolwork has always been poor because he never learned to read well. Now no amount of urging from his parents makes reading seem like anything but punishment.

Sarah doesn't read either, but for different reasons. Until she entered high school, she brought books home from the library in stacks. When her parents ask why she has stopped reading, she dashes out the door calling, "I just don't have time! See you later!" Occasionally Sarah glances at the latest issue of a teen fashion magazine, but the only books she reads are those for school. Why?

Why do many high school students stop reading? Why do others never pick up the reading habit? These questions are not so simple as they might seem. In fact, the answers are probably as numerous as the children about whom they are asked.

Some questions for thought and discussion

What kind of early childhood experiences seem to contribute to a child's interest or lack of interest in reading?

How do the attitudes that parents maintain toward their teenager affect parents' success in encouraging good reading habits?

How can the parent help create the proper environment and atmosphere in the home to encourage reading? What materials and other resources can a parent provide? How can he set a sincere example?

What activities bid for a teenager's time—at home, at school, elsewhere? How might a reading habit be developed in relation to these activities?

What is a sensible course of action for the parent who knows that his teenager's ability to read is severely impaired?

What kind of teenage problems could best be solved through bibliotherapy? How does a parent decide what reading materials are appropriate for a specific teenage problem?

What facilities are available in your schools or community for the teenager who wants professional help in developing his reading skills?

What is a reasonable goal for a parent to have for improving his teenager's reading?

North Thurston School District #3

6202 Pacific Avenue
Lacey, Washington 98503

Title I Pre/Post School Attitude Survey

Student's Name _____ Check: Reading Service _____
Math Service _____
School's Name _____ K-1 Service _____

Teacher's Name _____ Grade _____

Answer the following statements and questions on how you feel about school by marking either the yes or the no column:

	YES	NO
1. I like to read or look at books.		
2. I think math is easy.		
3. I obey school rules and try to be good at school.		
4. I get along with most of the other children in my class.		
5. I begin my school work quickly.		
6. I usually get my work finished on time.		
7. I like to come to school.		
8. Do other children take things from you?		
9. Do you take things from other children?		
10. I have friends at school.		
11. I feel my teacher likes me.		
12. I know what to do or whom to see when I need help at school.		

Comments: _____

Olympic View Elementary School
Title I Progress Report

June 13, 1978

Dear Parent(s),

Your child, _____, has been receiving supplementary help in the Title I Reading Program and has made _____ progress.

I hope that during the summer your child will have opportunities to read both independently and orally with you to help strengthen the skills learned this year.

Sincerely,

Gloria Gibbs,
Title I Reading Teacher

South Bay Elementary School
Title I Progress Report

June 13, 1978

Dear Parent(s),

Your child _____, has been receiving supplementary help in the Title I Reading Program and has made _____ progress.

I hope that during the summer your child will have opportunities to read both independently and orally with you to help strengthen the skills learned this year.

Sincerely,

Colleen Larson,
Title I Reading Teacher

Clover Park Parent Advisory Council
Parent Involvement Survey

1. Which of the following Parent Advisory Council activities would be of interest to you?

_____Serving on a committee to prepare a monthly informational newsletter for Title I parents.

_____Helping the Reading Specialist with the Reading is FUNdamental Book Giveaway project.

_____Assisting in the preparation of a special project for a Title I Center.

_____Touring Title I Centers in Clover Park School District.

_____Touring Title I Centers in other school districts.

2. When would be the most convenient time for you to attend the Title I Parent Advisory Council meetings?

_____Morning

_____Afternoon

_____Evening

_____Monday _____Tuesday _____Wednesday _____Thursday

3. I am able to meet

_____Once a month.

_____Once every two months.

_____Three times a year.

_____ _____

(Name) (School)

"A Primer for the Training of ESEA Title I Parent Advisory Councils"
Salisbury Township School District
Allentown, Pennsylvania 18103
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A PRIMER

for the training of

ESEA TITLE 1

Parent Advisory Councils

NOW WE UNDERSTAND!

Special thanks to . . . Shirley Gulbraa . . . Sister Mary Taylor . . . Dave Simons . . . Ed Gaffney . . . Don Hughes . . . Verne Fankhauser . . . Geraldine Freeman . . . Brooks Eaker . . . Phyllis Johnson . . . and Jean Oxreider for their helpful review and comments.

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